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Accolades Newsletter

Education, Health, and Human Sciences

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Fall 2009

## Accolades, Fall 2009

College of Education, Health, and Human Sciences

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# accolades

THE UNIVERSITY of TENNESSEE   
KNOXVILLE

COLLEGE OF EDUCATION, HEALTH, & HUMAN SCIENCES

FALL 2009



*enhancing quality of life through research, outreach, & practice*

I write this message as we begin the new academic year. The University of Tennessee, Knoxville, campus is bristling with excitement as we welcome our new and returning students for 2009–10. I am especially excited to be starting my sixth year as dean of the College of Education, Health, and Human Sciences. I am very proud to have the honor and privilege of serving as dean for such an important academic entity as our college.



We have the best and brightest students—who, by the way, come from all over the world to attend UT—being taught by some of the best and brightest faculty anywhere. Speaking of our incredibly talented students and faculty, the stories in this issue of *Accolades* will serve as evidence of the important work these people are doing to assist the college in achieving its mission and fulfilling its motto: *Enhancing quality of life through research, outreach and practice*. These stories all illustrate the priority we place on service learning for our students and faculty as they engage in meaningful outreach initiatives.

In the current issue of *Accolades* you will learn of the very important work our students are engaged in as they counsel youth who are suffering loss. The Grief Outreach Center, under the direction of Tricia McClam, is providing grief counseling to elementary through high school students who have lost close family members, are struggling as a result of separation or divorce, or dealing with other personal tragedy. Denise Bates and Allison Anders are leading the effort to assist in the resettlement of refugees from the African country of Burundi. Special attention is being focused on the successful transition and assimilation of the Burundian children into the local school system. Once again, under the direction of these outstanding faculty, students in the college are acquiring important experience for addressing the needs of these new members of our community.

You will also read the sequel to a previous story on the Sport 4 Peace program, an initiative created by two of our doctoral students, Sarah Hillyer and Ashleigh Huffman. These incredible young women have once again distinguished both our college and the university by hosting a team of young Iraqi girls and their basketball coaches during their visit to the United States. Their visit included a week in our nation's capital followed by a week as participants in Coach Pat Summit's summer basketball camp. If there's a better example of international diplomacy, I have yet to hear of it. You will also learn about an important work in progress involving our Institute for Leadership, Ethics, and Diversity (I-LEAD), under the direction of Fritz Polite, and the country of Jamaica. This partnership will forge an important relationship between UT Knoxville and the University of the West Indies-Mona designed to bridge the gap between sport and culture between our two nations.

These are but a few of the wonderful projects and stories featured in this issue of *Accolades*. You can understand now why I am so proud of the work of our students, faculty, and staff and why I claim to have the best job in the world. Once again, it is you, the friends and alumni of our great institution who provide the support necessary to seed and sustain this important work and help us to make a difference in the world. Thank you for your continued support and advocacy for the College of Education, Health, and Human Sciences and for helping to promote our mission.

Best regards,

Bob Rider, Dean

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OUR COVER DESIGN WAS CONTRIBUTED BY MEMBERS OF THE STUDENT CHAPTER OF THE NATIONAL ART EDUCATION ASSOCIATION. THESE UTK STUDENTS VOLUNTEERED TO WORK IN THE FULL SERVICE SCHOOLS PROJECT TEACHING ART AFTER SCHOOL TO CHILDREN AT KNOXVILLE'S INSKIP ELEMENTARY SCHOOL. THE THEME OF THE ARTWORK IS "MYSELF AND MY COMMUNITY." THE WORK WAS ON PUBLIC DISPLAY AT THE KNOXVILLE MUSEUM OF ART IN MAY 2009.





# Appalachian Spring



Scenes from our gala dinner in Knoxville's Crowne Plaza.



## Service Learning Project Raises Enrichment Funds

THE IDEA OF AN ANNUAL fund-raising dinner and auction for the Department of Retail, Hospitality, and Tourism Management began with the goal of being “by students and for students”; and with each new iteration of the event, students have taken increased ownership and leadership. This year’s theme was Appalachian Spring. It is the seventh in the annual series and was held March 28 at the Knoxville Crowne Plaza Hotel. The proceeds go into a supplemental enrichment fund used to enhance

the educational experience of students in the department.

The fundraiser is now incorporated into course structures, and this year two groups of students worked together to organize the event. Twenty-eight students in HRT 435 Meeting Planning, Special Events, and Convention Management served as event planners. They organized themselves into a management structure and planned and executed all elements of the evening including menu, décor, music, room layout, schedule, promotion, etc. Eight students in RCS 495 Special Topics: Auction Management organized and ran the auction including solicitation of auction items, organizing donated items into packages, writing copy for the auction program, visual merchandising, registration and check out pro-

cedures, etc. These two groups of students also organized and directed more than 80 volunteer students who worked the weekend of the event.

The theme, Appalachian Spring, was chosen to celebrate the resources, talents, creativity, and entrepreneurship of our region in both the dinner menu and auction items. The auction management students secured items and experiences unique to this region. John Fleer, former executive chef of Blackberry Farm and renowned creator of “foothills cuisine,” was our guest chef. Fleer worked with the students to develop and prepare a menu that emphasized local foods and artisanal products for a very special culinary experience. The auction/reception featured hors d’oeuvres including country ham gougere, local chicken liver pâté, sweet-tea-cured pork

tenderloin on a cornbread crisp, catfish croquettes, and local artisanal products. The four-course dinner featured smoked mountain trout, spring salad with deviled eggs and Benton’s bacon vinaigrette, spring herb-crusted braised local lamb leg, and a “cornbread and buttermilk” dessert—vanilla-buttermilk panna cotta on a cornmeal wafer and lemon-buttermilk chess pie with Tennessee blackberry wine reduction. More than 150 individuals and companies donated auction, food, and décor items for the event.

Nearly 300 attendees enjoyed a festive evening. Net proceeds from the event were approximately \$47,000 with \$20,000 raised through the auction

and \$27,000 from sponsorships, ticket sales, and donations.

All proceeds go into the RHTM Student Enrichment Fund and are used by the retail and hospitality programs throughout the year to impact the educational experience of every student in the department. For example, students in HRT/RCS 390 Professional Development participate in the Mountain Challenge team-building course. These funds cover the transportation needed to take classes on professional site visits and to purchase current industry/professional development books that are used as supplemental readings in department courses. These funds also allow us to support the travel of top students to professional meetings and indus-

try conferences, such as the National Restaurant Association annual trade show in Chicago and the International Hotel/Motel and Restaurant Show in New York City. Additionally, these funds allow us to give scholarships so students can participate in domestic and international study tours and to help with internship expenses.

Plans are already underway for the eighth annual fundraiser, which will be held on March 27, 2010. More details to follow!





# PUBLIC HEALTH NUTRITION

ENGAGES WITH COMMUNITIES

ANDREW CARBERRY, A STUDENT IN THE DUAL DEGREE PROGRAM, MASTER OF SCIENCE/ NUTRITION AND MASTER OF PUBLIC HEALTH, IS SHOWN HARVESTING THE GARDEN'S REWARDS. HE SPENT TIME THIS SUMMER AT BEARDSLEY FARM, PART OF THE KNOX COUNTY COMMUNITY ACTION COMMITTEE PROGRAMS.

## Graduate Students Get Variety of Experiences

**P**UBLIC HEALTH NUTRITION focuses on improving the health of populations and communities through health promotion, disease prevention, and policy development and implementation. Students in the Department of Nutrition's Public Health Nutrition graduate program have many opportunities to address nutrition-related health issues in the community by participating in service learning and other community engagement projects through concurrent and block field experiences, technical assistance to community organizations, community outreach, and community-based research projects.

Graduate students begin service learning and community engagement projects in their first semester of the program in the graduate course, Community Nutrition I, and they continue working on service learning projects during their second semester in Community Nutrition II. Students participate in concurrent field experiences with the Knox County Health

Department (KCHD) and other community-based organizations. Last fall, students worked on a project in conjunction with KCHD and the Knox County Metropolitan Planning Commission to assess food equity in Knox County. The students compared grocery store prices and food availability in each of the county's 12 Metropolitan Planning Commission sectors. Using a market basket survey, they found that in some lower income areas, average prices for "healthier" food items were higher than in other sectors. This assessment was used by KCHD program managers and was highlighted in the Knoxville News Sentinel in April ([www.knoxnews.com/news/2009/apr12/startling-results-found-in-food-survey/](http://www.knoxnews.com/news/2009/apr12/startling-results-found-in-food-survey/)).

During Community Nutrition II, students plan, implement, and evaluate projects in conjunction with KCHD, the Knox County School System, Cherokee Health Systems, and other community-based groups. During the spring semester, the students participated in 14 different projects to benefit Knox County, some of which included service learning with community members. Examples of projects from this past spring included developing and evaluating the following:

- A tool to prompt discussion between physicians and parents of overweight and obese children

- A healthy vending toolkit to distribute to work site wellness committees in Knox County
- A module to stimulate discussion of breast-feeding duration among expectant mothers participating in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
- A healthy cooking project to help people with diabetes prepare healthy menu items
- A cooking activity project for WIC Prenatal Groups to demonstrate how to prepare low-cost healthy meals
- Healthy snack menu guidelines for use in countywide after-school programs

These projects provide students with experiential learning opportunities that also benefit community members directly and provide the agencies and organizations with tangible products to use long after the projects have been completed.

**O**THER EXCELLENT opportunities in service learning and community engagement are available to Public Health Nutrition's graduate students through their seven-week community field experiences. Students are placed in public health agencies and community organizations in Tennessee and throughout the United States. They complete projects to benefit agencies and their target populations as identified during extensive pre-planning by preceptors and their advisory groups, which include community members.

This summer some of the students participated in direct service placements where they were able to provide nutrition education and counseling directly to the target populations at local rural and metropolitan health departments and other agencies. Sample placements in Tennessee included the Anderson County Health Department's WIC Program, Memorial Hospital's Diabetes and Nutrition Center, Tennessee Camp for Diabetic Children in Chattanooga, and the Greater Kingsport Family YMCA's Diabetes Prevention Program Summer Camp. Sample placements outside the state included the Baltimore County, Maryland, WIC Program and the New York City Department of Health and Mental Hygiene's Physical Activity and Nutrition Program.

Other service learning opportunities are

available to graduate students through technical assistance, community outreach, and community-based research. A recent project to provide technical assistance to a local Head Start Program allowed a graduate student to work with a faculty member to analyze weekly menus and make recommendations to assure that the menus met federal guidelines for the meals and snacks provided.

A collaborative project with Cherokee Health Systems allows graduate students to provide nutrition education and counseling to clients with chronic disease conditions. Some graduate students are involved in community-based research to improve the school nutrition environments in several school districts in East Tennessee. These projects include analysis of school menus and development of healthier menu options, nutrition education, social marketing campaigns, and point-of-selection signage systems to increase fruit and vegetable consumption.

A planned collaborative research project will allow students to participate in service learning through a youth-development, after-school gardening project with inner city and rural elementary school children. The purpose of this project is to teach children about gardening, healthy eating and physical activity habits, and healthful preparation of fresh fruits and vegetables. In addition, the project will use a youth-development curriculum to teach students about assessing their own nutrition and physical activity environments and advocating for improvements in these environments. This is a collaboration of the Department of Nutrition with Exercise, Sports, and Leisure Studies; the Hotel, Restaurant, and Tourism Management Program; and the Agriculture Leadership Education and Communications Program.

Within the Department of Nutrition, a unique component of the Public Health Nutrition Program is its emphasis on didactic coursework and concurrent and block field experiences. Throughout its history the program has collaborated and engaged with community agencies and stakeholders, particularly the Knox County Health Department, so that field experiences and projects not only allow students to accomplish learning and practice objectives but also support communities and target populations in the promotion of nutrition-related health.

If you would like more information about the Public Health Nutrition program, please see at [nutrition.be.utk.edu/phn/index/html](http://nutrition.be.utk.edu/phn/index/html). You also may contact Betsy Haughton, RD, LDN, program director, at [haughton@utk.edu](mailto:haughton@utk.edu) or Marsha Spence, RD, LDN, co-project director of the MCH Nutrition Leadership at [msspence@utk.edu](mailto:msspence@utk.edu), and Education Training Grant.



# HEALING TRANSITIONS

A COMMUNITY-BASED SERVICE LEARNING AND RESEARCH INITIATIVE

KATHARINE SPRECHER AND FRIEND AT THE KNOX KICKS SOCCER CAMP FOR THE KIDS.



**L**IKE MANY OTHER COMMUNITIES in the United States, Knoxville has seen a recent increase in the numbers of families with refugee status being resettled in the community. In particular, the number of refugees from Burundi has increased locally.

Dr. Denise Bates, Programs in Public Health, and Dr. Allison Anders, Cultural Studies in Educational Foundations, both have long histories of working with under-served and targeted populations; and their expertise in public health disparities, cultural studies, and ethnography helps frame their service learning and research initiatives. The two professors, who both joined the CEHHS faculty in 2007, came together in January of 2008 to form a multidisciplinary community-based, service learning and research initiative called Healing Transitions (HT) after identifying disparities in health and the educational experiences of Burundian refugees.

Healing Transitions offers a unique opportunity for students and faculty to work in the community with refugee families to study predisposing conditions as well as the diverse cultures of newly arriving refugees. Because of the complex problems refugees face, a multidisciplinary, multi-interventional approach to address the cultural, historical, and political issues is required.

During the summer term of 2009, twelve graduate students from seven different academic programs volunteered to participate in the project. With support from grants awarded by the Ready for the World Initiative; Bob Rider, dean of the college; Brian Barber, director of the Center of the Study of Youth and Political Violence; and Jay Whelan, chair of Nutrition, HT participants developed a basic needs assessment. This assessment was developed through community focus groups and community forums with Burundian families, interviews with community members and sponsors, Bridge Refugee and Sponsorship Services, educators, and health professionals who interfaced directly with the families.

Using the data collected, HT initiated programmatic interventions to address needs identified by the research team. The graduate students coordinated and implemented many aspects of this early research, program development, and implementation.

## History of the 1972 Burundians

All members of the Healing Transitions team learned about this refugee population, its history, politics, and acculturation trends. The refugees from Burundi are unique in needs and culture. Commonly referred to as the 1972 Burundians, this group of refugees initially fled their country in that year because of ethnic violence perpetrated by a Tutsi dominated government.

Between May and August of 1972, United Nations agencies reported that 200,000 Hutu Burundians were killed and 150,000 more fled to Tanzania, the Democratic Republic of Congo, and Rwanda, where they have been living in refugee camps for 37 years. Many of the Burundians living in these camps today were either not born in Burundi or were only small children when they left their country.

Beginning in 2000, the United Nations High Commissioner for Refugees (UNHCR) began to resettle Burundians, especially those living in the Tanzanian refugee camps into countries such as the United States and Australia.

A combination of factors led the UNHCR to begin this resettlement effort. For some families a return home would be unsafe, but even a safe return to Burundi is not without systemic challenges. First and foremost, Burundi remains a country supported by an agrarian system. After three decades of transition, the refugees' access and claims to land, upon which livelihoods are dependent, are fraught with problems. Over the years, family land has been appropriated by new owners, boundaries have changed, and grandchildren may not have historical evidence of the original holdings.

## Methodology

In Knoxville, HT has developed many projects from its engagement with the community. HT developed service learning experiences from the data collected. Each experience is designed to provide an engaging and multi-layered learning opportunity for students and is predicated on needs identified by the Burundian families themselves, their sponsors, teachers, and Bridge.

The key for HT has been to involve the Burundian community, and those local community members who support them, in planning the programs. One of the central aims for the HT team

is the ongoing development and modeling of programs that address needs in the community. This process frames the incremental steps that facilitate change and encourages members of the community to pursue their own agendas for a healthy, sustainable community.

## Prejudice Reduction & Cultural Competency Education

Early research has revealed that the number of families arriving in Knoxville far exceeds the resources available for healthy transitions. The influx of refugees demands the implementation of new culturally responsive and relevant practices across community agencies, the establishment of an infrastructure with reliable and consistent resources, and prejudice reduction and cultural competency education across the community.

Based on these findings, the students on the HT research team developed a workshop that included a series of culturally relevant activities to address issues of resettlement, cultural expectations in the United States, prejudicial treatment of families with refugee status, and intervention strategies in sponsorship of and communication with arriving families. During 2008–2009, the students presented this workshop to service clubs at two local high schools along with 11th and 12th graders at a local residential school. They also coordinated an inter-cultural learning exchange with one of the service clubs and a group of Burundian children.

## Kuvura Amajwi or Healing Voices Program

Research with refugees has revealed that parental adaptation in resettlement influences a child's adaptation to school and community. Some of the families arriving in Knoxville have low literacy skills, and this presents challenges during transition when even translated materials cannot be understood.

Recognizing these literacy issues as well as the importance of healthy family adaptation, the team generated creative ways to transmit tacit knowledge about transportation, money, health, and nutrition in the United States. Students addressed the navigation

of grocery stores and pharmacies along with food and medicinal selections by recording descriptions and information in the refugees' native language on MP3 players. They gave the players to arriving families when they went to community orientations and field trips to the grocery store.

## Knox Kicks: Kickin' It Across the Globe

Important factors in refugee resettlement include integration and socialization with the dominant cultural community. Soccer (or "football") was identified by sponsors as a sport that many children wanted to play in the United States. Non-competitive sport seemed like an area in which multiple community relationships could develop. In April 2009, the HT team along with Sport 4 Peace, the Lady Vols Soccer Team, and generous community partners held a two-day soccer camp for children with refugee status. The camp temporarily dismantled community isolation and allowed the Burundian community to come together with UT students and faculty, the Lady Vols Soccer Team and local volunteers to learn new skills, make new friendships, and play "football."

During HT's second year beginning in fall 2009, graduate students and faculty will continue work on these projects and begin planning for new ones. For more information about the program, please contact Dr. Bates at [dbates2@utk.edu](mailto:dbates2@utk.edu) or Dr. Anders at [anders@utk.edu](mailto:anders@utk.edu).



ENTHUSIASTIC CAMPERS  
DANCING ON THE LADY VOLS  
SOCCER FIELD!



# Caring for Grieving Children



## Graduate students reach out to help children heal

“CHILDREN ARE THE CENTER of our universe. When they suffer, we all suffer.” That, according to Bob Rider, dean of the College of Education, Health, and Human Sciences, is the sentiment behind the Grief Outreach Initiative at the University of Tennessee, Knoxville. Dean Rider shared these thoughts at the October 1, 2008 launching of this initiative, an important part of the outreach mission of the college.

In an interview with *Knoxville News Sentinel* reporter Chloe White, Dean Rider described the inspiration for the project—a first-grader named Aliyah, who was grieving over the death of her mother. Dean Rider met Aliyah at Sarah Moore Greene Elementary School, where he has been reading with students every Wednesday for the past four years. While each child touches his heart in different ways, he said that Aliyah is a child he will never forget. When Rider asked the first-grader to read a book about Mother’s Day aloud to him, she told him that her mother had died on Valentine’s Day. She still wanted to read the book, but Dean Rider could not forget the memory and how the child’s grief affected her—she was held back in school because she could not adjust socially and academically, he said.

“Right then and there, sitting outside Mrs.

McCoy’s room at Sarah Moore Greene Elementary School on a carpeted staircase, I was lost for words,” said Rider. “I was thinking, ‘We have wonderful counseling programs at the university as well as other support services,’” Rider said. “These kids have so many needs. I wanted to know how we could help.”

And so the Grief Outreach Initiative was started. Graduate students in the college who are training to become school psychologists, mental health counselors, school counselors, nutritionists, and college student personnel administrators complete training to work with children suffering from grief or loss. Once training is complete, their mission is to provide support, acceptance, and a safe place for the expression of thoughts and feelings about grief and loss. They meet children at schools, churches, and other locations throughout the community.

“Our main goal is to help children live successful lives,” Rider said. “We want to help children like Aliyah be successful and get through these rough times so they can progress and stay on track academically, socially, emotionally, psychologically—in every way possible.”

Phone calls to Tricia McClam, professor and coordinator of the initiative, typically begin with “My son needs . . .,” “We have a student who . . .,” “My grandchildren . . .,” and even “Our school has suffered . . ..” The 16-square-mile Empowerment Zone in East Knoxville is the target area because of its high poverty level; however, referrals come from school counselors, principals, parents, grandparents, case managers, and social workers from across Knox County and even from surrounding counties.

Graduate students who have completed grief training meet with children ages six to sixteen either individually or in small groups. They listen, draw, talk, play, tell stories, read books, make memory books, record memories, and improvise. These activities help them get to know and understand the needs of students who are struggling with life events—a student who isn’t getting enough food at home, a seven-year-old in so much pain he wants “to stab himself in the heart,” two brothers who found their mother dead one morning, and two siblings and a cousin who saw a family member murdered. Often these children and others like them slip through the cracks.

UT graduate students benefit in a variety of ways from their participation in the Grief Outreach Initiative. First, they get a powerful learn-



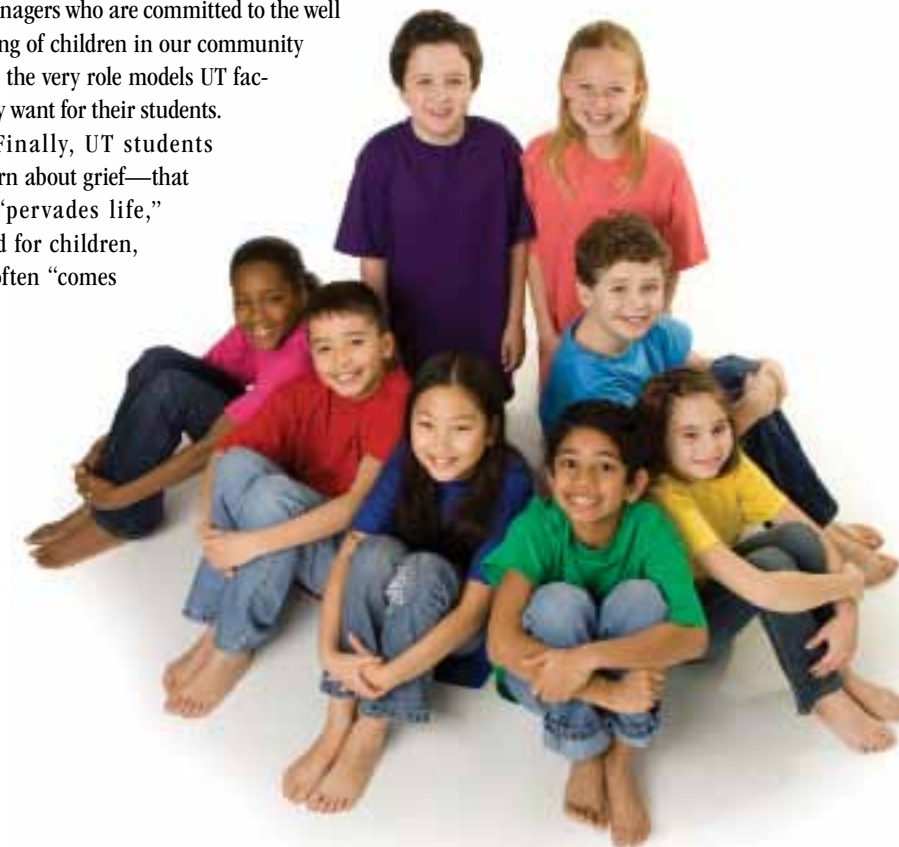
DEAN BOB RIDER SPEAKING ABOUT HIS MOTIVATION FOR FORMING THE GRIEF OUTREACH INITIATIVE IN OCTOBER OF 2008.

ing experience about “the real world.” They also have opportunities to apply their skills, learn about the problems encountered in schools and community settings, become engaged in a community, and build their resumes. Participants mention the partnerships they experience with school professionals as particularly valuable. They describe “being embraced by the school team,” “immediately being treated as an equal,” and “joining the team.” These teachers, principals, school counselors, social workers, and case managers who are committed to the well being of children in our community are the very role models UT faculty want for their students.

Finally, UT students learn about grief—that it “pervades life,” and for children, it often “comes

in waves.” There is no mold or pattern for experiencing grief and loss and no single way it is alleviated. Students leave their experience with the Grief Initiative changed: “I didn’t know if I could do this,” “I think I really made a difference,” “I found I had to deal with some of my own issues,” and perhaps most impressive, “Can I please continue through the summer?”

For additional information on the Grief Outreach Initiative contact Dr. Tricia McClam at [mcclam@utk.edu](mailto:mcclam@utk.edu).





# BASKETBALL

## A NEW LANGUAGE FOR WORLD PEACE

**IN** JUNE 2009, SARAH HILLYER AND Ashleigh Huffman, founders of the Sport 4 Peace organization, realized their dreams when they brought a team of ten girl basketball players and three coaches from Iraq to America. Both women are doctoral students in the Department of Exercise, Sport, and Leisure Studies and are committed to the belief that they can make a difference in the future of the world through sport.

The 2009 trip grew out of a 2008 basketball camp for girls in northern Iraq. At this camp the girls were given cards and asked to write down their biggest dreams. Consistent themes in the girls' responses were to visit America,

to see a WNBA or NBA basketball game, and "To tell Coach Pat Summitt thank you for all of the equipment and training videos you sent to us."

"After reading their responses, we were immediately moved to find a way to make their dreams come true," Hillyer explained.

After months of preparation and coordination between Washington (Department of State, Bureau of Educational and Cultural Affairs, etc.), Knoxville (UT Lady Vols and others), and the Iraqi government in Baghdad, the girls and coaches arrived in the U.S. The team spent one week in Washington, D.C., where they learned life lessons through conquering various obstacles on a ropes course, attended a Washington Mystics vs. Atlanta Dream WNBA game, played soccer with physically and mentally challenged young children, cheered runners on at the Global Race for the Cure, and learned to play Bocce Ball.

In Knoxville, the team received a warm welcome and an outpouring of love from the university, as well as from the hundreds of other players and coaches who also attended Pat Summitt's 2009 Summer Basketball Camp.

Ten days after the team left to return home, Sport 4 Peace traveled back to Iraq to hold a second basketball training camp. "It was important for us to go back because only 13 of the 60 players and coaches were able to come to America. We wanted to make sure that *all* of the players feel loved and cared for, so returning to Iraq to teach basketball and to deliver more equipment was necessary for our long-term objectives in the country," Hillyer shared. She went on to say, "It was also good to meet the parents and families of the girls who traveled to America. We thanked them for entrusting us with their young daughters. Culturally speaking, the parents who allowed their 14- to 16-year-old girls to come to America for two and a half weeks are seen as progressives. What they did was brave—we commended them for their boldness."

The parent of one Iraqi player stated, "Coach Sarah, I want to thank you and everyone else for what you did for my daughter and our family. Before she traveled to America, we had many different ideas about your country. But you took our daughter and loved her like she was your very own. Everyday she is telling us stories about how kindly Americans in Washington and in Tennessee

treated her, and she says that all of her experiences there have changed her whole life. Through hearing her stories, her father and I are also changed. Now we think of Americans as our friends. We can't thank you enough for giving our family this new gift. We believe these programs are important for more reasons than for making better basketball players, these things are making better relations between our countries."

"The words of this Iraqi parent embody what we believe to be the potential sport holds to bring about meaningful dialogue between peoples of differing cultures. The language of sport serves as a bridge, and we are now able to celebrate one more bridge crossed on a long road toward peace and solidarity," Huffman concluded.

*Sport 4 Peace, which is a division of Global*

*Sports Partners, is dedicated to improving the quality and availability of sporting opportunities for girls and women around the world. For more information about their activities, visit <http://www.sport4peace.org/>.*



COACH PAT SUMMITT AND CHAMIQUE HOLTZCLAW GREET IRAQI GIRLS AND THEIR COACHES.

### SAYING GOOD-BYE

*Ashleigh Huffman and Sarah Hillyer kept a journal during the Iraqi basketball team's visit to the United States. The following is their entry for the team's last evening in Knoxville, a celebratory dinner at the Women's Basketball Hall of Fame.*

**JUNE 17, WEDNESDAY**

We just returned from an amazing evening at the Women's Basketball Hall of Fame! The team enjoyed pizza, cake, and ice cream, as well as a private guided tour of the exhibit hall. We couldn't help but notice the look in their eyes as they walked through the history of women's basketball in the United States.

After the tour, the girls picked out souvenirs in the gift shop, took one last round of photos, and thanked Mrs. Dana Hart for her wonderful hospitality that evening. We jumped in the two vans and headed back to campus in the pouring rain.

On the way, we asked them what they thought about the Hall of Fame. Khoshee translated for her team, "We loved it. It was so cool to see Coach Pat, Coach Holly, and Coach Daedra. I can't believe we really know them, and they invited us to the Tennessee camp. We love them all so much. That part was super cool!"

Next we asked them, "Do you think women who played basketball in America had it easy for all those years?"

They responded, "No, Mrs. Dana told us that things were not easy for the women, but they kept trying so hard anyway despite all the obstacles because they loved playing basketball so much."

"Do you think the female players in America kept playing so that they could be in a museum someday?" They all laughed at us and said, "No, of course not. They were playing because they love basketball." We hoped they could make the same connections for themselves.

The girls all started clapping, cheering, and bouncing up and down. Their dreams had become a reality, and they were beginning to see the significance of their choices.

"We are proud of every one of you. You are brave and strong; and although you are not aware of it now, you are the ones writing the modern history of women's basketball in Iraq. And just like the women you

learned about at the Hall of Fame tonight, you are overcoming tremendous obstacles of your own. Your country has suffered years of hardship; you are enduring years of war; yet, you are still the ones building the future of women's basketball for all Iraqi girls who come after you.

Just like the women in the museum, you love to play basketball! Maybe one day in twenty years, you will invite a female team from America to come to Iraq; and maybe you will take them to visit the newly built Iraqi Women's Basketball Hall of Fame. You can tell them stories about the obstacles you overcame. You can show them your photographs and your retired jerseys hanging from the rafters of a museum that you were a part of creating. This is our dream for you. This is our dream for Iraq. Never stop dreaming, look at how far you have come already!"

The team fell silent. They didn't say much more on the way back to campus. Once we arrived, Khoshee spoke up, "Sarah and Ashleigh, you are right! We are making our own history. We want to represent our country with honor, integrity, and pride. Seeing Coach Pat and the beautiful history of women's basketball in Knoxville and at the Hall of Fame has made us believe that we can do anything we dream of doing! We will never stop dreaming, and we will one day make our country proud."

The girls cheered after Khoshee got done speaking and celebrated with one another by giving high-fives and singing traditional songs. They got off the bus dancing and singing, hopeful for a brighter future for girls and women's sports in Iraq. We are sad that tomorrow is their last day in Knoxville, but what a dream come true for ALL of us!

To read more journal entries and to view more photos from the 2009 Iraq Girls Basketball Project, please visit <http://www.sport4peace.org/IraqVisit-Daily.asp>.



# HOW DO YOU SPELL "SUCCESS" IN MANDARIN?



## Inaugural Governor's Academy Class Goes to China

**F**LASHBACK: August 2007. Twenty-four high school juniors from communities stretching from Memphis to Johnson City moved into cottages 310 and 311 on the campus of the Tennessee School for the Deaf, becoming the inaugural class of the Tennessee Governor's Academy for Mathematics and Science (TGA). These talented students left the security of their homes a full two years early to take part in a program initiated by Governor Phil Bredesen to serve students having an aptitude and interest in mathematics and science.

A Harvard graduate with a degree in physics, the governor believes students need to have extra opportunities outside the classroom while studying at school. So a partnership was formed among the College of Education, Health, and Human Sciences (CEHHS), the Knoxville chancellor's office, the governor's office, and Oak Ridge National Laboratory to create the unique program Governor Bredesen envisioned.

In the CEHHS commencement ceremony in May, Dean Rider congratulated the first graduating class of the Tennessee Governor's Academy. These students are now attending colleges across the country, including Cal Tech, Stanford, Williams College, Rhodes, Worcester Polytechnic Institute, and, of course, UT.

Over the past two years, these students took advanced coursework, participated in numerous community service projects, completed an internship at Oak Ridge National Laboratory, and capped off their program with a senior class trip to China.

The academic course load at TGA is rigorous. The first year included 16 hours of university-level work as students completed honors calculus I and II and physics (for physical science and mathematics majors). They also completed state high school requirements with honors level English III and U.S. history, taught as an interdisciplinary class. For their foreign language credits, they studied Mandarin Chinese, with Tai Chi for their physical education class. The inclusion of Mandarin and Tai Chi was based on Tennessee's many connections with China.

During their senior year, students completed state required English IV, U.S. government, and economics. They also selected an introductory college-level biology or chemistry sequence (based on their future plan of study), in which they attended class alongside the general UT population. For mathematics, students chose between continuing the calculus sequence, taking differential equations and matrix algebra, or, for those leaning towards future study in the health science fields, taking mathematics for the life sciences and statistics. In addition to the "normal" course load, over the two years they also completed modules of study on a variety of topics that included forensic anthropology, brain theory, music, dance, genocide, and basic car mechanics.

TGA students are also required to complete twenty hours of volunteer work each year. The academy organized some volunteer events, including helping at the Ronald McDonald house, working at local food pantries, and running in or volunteering at local races (Race for the

Deaf, Race for the Cure, Love Your Libraries Fun Run). The students, however, dedicated most of their volunteer time to causes in their hometowns over the summer and during school breaks. They volunteered at hospitals, animal shelters, and tutored at local schools. TGA felt it was important for students to do at least a portion of their volunteering back in their hometowns to help them keep their ties to the community.

Part of Governor Bredesen's hope for TGA is that these students, upon completing their programs of study at the college of their choice, will return to Tennessee as engineers, doctors, and scientists to help with the economic development of the state. Strong ties to home communities will aid in reaching the governor's goal. This year, TGA and the Tennessee School for the Deaf (TSD) hope to add some "dual" community service, with TGA students tutoring TSD students in mathematics and science, while TSD students tutor TGA students in sign language.

One of the main components of the TGA program is an internship at Oak Ridge National Laboratory. As juniors, the students tour ORNL's extensive facilities, attend guest lectures by world-renowned scientists, and are quickly placed with mentor scientists. The students get to work on real science one day a week for the remainder of their time at TGA and experience the trials and tribulations of the scientific process firsthand. Projects ranged from "Effects of Ionizing Radiation on Adipokine Expression" to "Investigations into Nanoparticles in Boston Ivy" to "k-means in Parallel: Using Uncertainty for Selection of k."

The chance to take science learning out of the classroom and into the real world has had a dramatic effect on the TGA students. Class of

2010 student, Matthew Taylor says, "Being at ORNL is a major life experience. I have, for the first time, been able to examine the uses and processes surrounding real investigation beyond the classroom."

The internship culminates with a professional poster session at ORNL where scientists from around the world question the TGA seniors about their projects. TGA's students proved their worth at ORNL, with one mentor stating that the TGA students were "smart, hard-working and dedicated" and "better than most of my college interns."

Just like seniors in most high schools, the TGA Class of 2009 got to go on a senior trip. However, a trip to the beach or to Washington, D.C., would not have been the TGA "style." The students had been studying Mandarin Chinese and Tai Chi since the beginning of their junior year and thought it fitting that they practice their skills in the most appropriate environment. They proposed a senior trip to China; Governor Bredesen and CEHHS made it happen.

Many of the students had never been outside the United States so saying there was excitement in the air is an understatement. The trip itineraries they had put together in their Mandarin Class (of course, in Mandarin) came to fruition. The whirlwind tour hit historic and cultural sites in Beijing, Xian, and Shanghai. Highlights included the Great Wall at Badaling, the Forbidden City, the Small Wild Goose Pagoda, and Yu Yuan Gardens. From the famous terra cotta soldiers to the second tallest building in the world, the seniors of the Tennessee Governor's Academy got to see over 2000 years of Chinese history for themselves, rather than through a textbook.

More than just tourists in a foreign land, they were also researchers and scholars piecing together a cultural and linguistic puzzle. They seemed to enjoy themselves the most when they were wandering the alleys, smelling the smells, bartering for goods, and posing for photos with



locals. One student commented, "The entire trip gave a huge social context for the language we learned." They viewed almost every outing as an opportunity to learn, and on that note alone we can take pride that the life-changing educational and social gains provided by this trip to China far outweigh the costs and fears associated with its planning.

As the staff at TGA looks back over the previous two years, they can do so with a sense of accomplishment. A great program has been created in Tennessee, offering opportunities for advanced study in mathematics and sciences and an unparalleled research experience at a national lab, while still connecting students to their home communities through a service learning component. These students will be critical to the future of the state of Tennessee, and the staff at TGA will be enthusiastically tracking their progress and contributions to the state over the next several years.



GRADUATE OF TGA'S INAUGURAL CLASS, EMANUELLE ("MANNY") TORCHON TOOK SOUVENIR PHOTOGRAPHS DURING HER TRIP TO CHINA.

▲ THE FIRST GRADUATING CLASS OF THE TENNESSEE GOVERNOR'S ACADEMY FOR MATH AND SCIENCE VISITED THE GREAT WALL ON THEIR SENIOR CLASS TRIP TO CHINA.



# FAST TRACK TO SUCCESS



READY FOR THE WORLD

## Partnership Between UT and Jamaica Based on Sport

**T**HIS PAST SPRING the Institute for Leadership, Ethics, and Diversity (I-LEAD) was instrumental in facilitating a memorandum of understanding between the College of Education, Health, and Human Sciences and the University of the West Indies (UWI) in Mona, Jamaica. In direct response to the Ready for the World initiatives on campus as well as the CEHHS strategic plan, I-LEAD is spearheading a project that will have far-reaching consequences for both Jamaica and Tennessee.

This agreement will help advance the education of UTK Sports and Recreation program students in several ways. The first is through the exchange of students, which will provide a unique opportunity to enhance cultural competency. Another is through increased exchanges of faculty and staff, scholarly activity, and more specifically research potential.

Jamaica is a beautiful country with great educational programs along with excellent sports and entertainment value. In the 2008 Olympic Games Jamaica finished 13th out of 204 competing countries. This included an impressive third place overall in track and field with 11 medals.

Fritz Polite, director of I-LEAD, says, "As UT Knoxville seeks to build on its international brand recognition in selected areas of scholarship, research and innovation, we will need to seek out strategic partners within the global university network and among private enterprises who have complementary expertise and experience and perhaps cutting edge facilities in those areas. Such arrangements can facilitate knowledge transfer, innovation, and access." These types of activities will provide students, faculty, and the institution with unique experiences that will foster the development of future leaders focused on international collaborations.

In forming the memorandum of understanding, discussions focused on the platform of sport as a sustainable and viable product to impact the country of Jamaica. Following the positive success of Jamaican athletes Usaine Bolt (100 Gold medal and world record), Shelly-Ann Fraser (100 Gold Medal), and a host of Jamaican sprinters, the country's leadership wanted to partner with a recognized academic program for assistance with marketing, development, and academic assessment in sport and recreation. Of particular interest is the idea of building a University Sport Township in Jamaica. This multi-million dollar facility would provide resources, training, and support for the aspiring youth of that country. Jamaica, which has an extremely high youth crime rate, has proven sport to be a viable alternative for engaging youth.

The University of Tennessee was chosen from a host of highly recognized and qualified universities. "We look forward to a long and productive relationship between UT and the University of the West Indies-Mona" said Dr. Evan Duggan, executive director of the Mona School of Business.

Community comes from the Latin word "communitas." It can be defined as a group of people forming a smaller social unit within a larger one and sharing such common interests as work, identity, or location. This includes a population of varied individuals in a common location. The International Education Commission estimates approximately 800,000 international students are studying in the United States. With the changing global culture and environment, it is critical that UT Knoxville students, faculty and staff compete in an international context.

Cultures vary in terms of how contextual information is viewed and interpreted. The cultures in which we are embedded inevitably influence and impact our views and thinking. The University of Tennessee has embarked on an ambitious plan to help students gain the intercultural and international knowledge they will need to succeed in today's world.

UT President Jan Simek said, "Ready for the World calls for expanding the curricula, increasing the global competency of faculty and staff, and focusing on the intercultural issues of particular concern to the university. Along with recruiting more international students and faculty, we will increase the number of students who study abroad and change the programming, the opportunities, and the overall feel of

campus life. In short, we will dramatically alter what it means to be educated at the University of Tennessee."

The key players in this partnership include Chancellor Gordon Shirley, University of the West Indies-Mona; Chancellor Jimmy Cheek, UT Knoxville; Dean Bob Rider, College of Education, Health, and Human Sciences; Executive Director Evan Duggan, Mona School of Business, and Director Neville Ying, Jamaican Global Diaspora.

According to Polite, "As we continue to build on our commitment to promoting diversity, cultural competency, intercultural and international awareness, I-LEAD will continue to be at the front of the pack. The college's mission of enhancing the quality of life within a diverse global community says it all. We are obligated to prepare our students to make significant contributions to a fast changing global economy. The University of Tennessee is the flagship institution in the state and must take a leadership role in transforming, shaping, and molding students for the future. I-LEAD looks forward to our continued partnership and the collaborative opportunities for our alumni to share in the great progress of our university and respective programs. I-LEAD is honored to be of service to a great college with great leadership."



GORDON SHIRLEY, CHANCELLOR OF THE UNIVERSITY OF THE WEST INDIES-MONA, AND FRITZ POLITE, DIRECTOR OF I-LEAD, SHAKE HANDS ON THE MEMORANDUM OF UNDERSTANDING.





DEPARTMENT OF

## Child & Family Studies



by Vey M. Nordquist  
Department Head

Faculty and students in the Department of Child and Family Studies engage in teaching, research, and service activities that emphasize the study of development in natural contexts such as the home, school, and neighborhood and generate new knowledge about children, youth, and families at risk that enhances individual and family well-being.

During the past year, substantial progress was made in a number of programs. In this issue we highlight new developments in the teacher licensure, master's, and Ph.D. programs.

### TEACHER LICENSURE PROGRAMS

The department has two teacher licensure programs. One is a four-year program that leads to Early Childhood licensure in Pre-K to K, special and regular education. This program is still in its three-year pilot phase, having started two years ago with the initial intent of including small yearly cohorts of undergraduate students. Enrollment was therefore limited to 10 students per year. The program was developed largely in response to the governor's statewide initiative to provide preschool educational opportunities for young children at risk for learning and developmental problems. In addition to departmental classroom instruction in a variety of foundation and skills-based courses, the program concludes with a very intense, closely supervised semester placement in a community classroom setting that is inclusive in nature and offers opportunities for students to gain hands-on experiences working with young children, some of whom are developmentally delayed or have identifiable disabilities.



Two years ago, a new preschool program for 3-year-old at-risk children also was established at South Doyle High School to support the Pre-K to K initiative (see the fall 2007 issue of *Accolades*). The expansion of this program will depend on the availability of additional resources during a time of serious budgetary concerns. Resources are needed for additional faculty positions and a second program coordinator to help meet instructional demands and supervision needs. The future of the preschool program at South Doyle also depends on monetary funding. We hope with continued support from the college and additional resources from Knox County Schools that young children and their families will continue to be served at the South Doyle site. The budget challenges facing our department and highlighted here will require us to plan strategically as we strive to maintain the academic integrity of our programs.

The second teacher licensure program prepares students to work in Pre-K to Grade 3 classrooms and leads to a master's degree in Child and Family Studies. It usually takes six years to complete. Approximately 25 students are admitted each year. Requirements include foundations and skills courses as well as a one-year internship that occurs during the final year of the program and includes placements in two different public school classrooms. It is the only teacher licensure program in the college where admission decisions are made only after students complete their third year of program requirements.

To be admitted, students must take the Graduate Record Examination and submit their scores to the department along with three or more letters of recommendation, evidence of obtaining at least a 3.0 undergraduate grade point average (the average student who is admitted to the program has a 3.6 GPA), and a professional goals statement. Each student's application is evaluated by members of the department's Graduate Committee, who are charged

with making a recommendation to admit or deny admission. Only admitted students can continue to pursue teacher licensure.

When the new admission requirements were first implemented five years ago, a number of faculty in other departments were concerned that significant numbers of students would opt out of the CFS program and elect to enroll in other teacher licensure programs in the college. Student enrollment did, in fact, decline temporarily, and some students did elect to change programs. However, yearly analyses of enrollment figures and student qualifications indicate that CFS faculty made the right decision. Enrollment numbers are now stable at the optimal level that was initially predicted by the faculty, and the higher admission standards have led to applications from students who are better qualified to meet the graduate program's rigorous requirements. To date, 100 percent of students who have graduated from the program have found employment in public school settings. Moreover, feedback from administrators as well as teachers who supervise students during their internship placements has been consistently positive.

### MASTER'S PROGRAM

In addition to the master's program that leads to teacher licensure, the department also has a second master's program with two options, one that prepares students to work in human services agencies and another for students who have research interests and plan to pursue an advanced degree program. Prior to this year, the department offered only the second option and required all students who enrolled in the program to complete a research thesis. The original intent was to focus attention primarily on students who were good candidates for an advanced degree program. However, the department's mission has changed significantly over the last five years, which is reflected in the applied interests of new junior faculty as well as many of the senior faculty. Several faculty members have developed strong ties with community agencies that serve at-risk children, youth,

and families and thus are in positions to establish internship placements and coordinate with on-site agency supervisors.

The master's program now has a non-thesis option that includes two semesters of work in a community setting. The first group of students began their internships this past summer, and it is anticipated that the large majority of students who are admitted in the future will elect to pursue this option. This is as it should be; only students who have strong interests in research should be encouraged to elect the thesis option.

### DOCTORAL PROGRAM

The change in faculty composition and research interests also necessitated that changes be made in the Ph.D. program. An ad hoc committee of faculty members was asked to review all aspects of the program and determine to what extent components and courses were relevant to the department's mission themes. As a result, the members recommended changes in the core course requirements such that greater emphasis was placed on development in context and a focus on children, youth, and families at risk. In addition, much greater flexibility in program requirements was created to allow doctoral students to specialize in areas of study that reflected the expertise of individual faculty members.

As a result, students now can elect to study and engage in research with faculty members who have achieved national and international prominence in areas such as youth and political violence, domestic violence, early childhood education, early

intervention, infant and toddler development, program evaluation, parent education, and a host of other areas. A strong focus on research methodology and statistics was retained in the new program as were requirements for foundation courses in theory and research. Taken together with the increased emphasis on core courses that better reflect the department's mission themes as well as an apprenticeship approach to research specialization, the new program should have greater appeal to prospective doctoral students. Thus, it should be possible for faculty to recruit more and better doctoral students and also enhance the appeal of our graduates to other institutions of higher learning, when it comes time for them to seek employment.





DEPARTMENT OF

## Educational Leadership & Policy Studies



by Vincent A. Anfara, Jr.  
Department Head

Celebrating 60 years of values, innovation, and excellence, the Department of Educational Leadership and Policy Studies (ELPS) was created in 1949 by Professor Orin Graff, a pioneer in the field of educational administration who focused on the role of values in school leadership and who championed causes of social justice.

**Dr. Graff** led the University of Tennessee into the era of racial desegregation as the then Department of Educational Administration accepted its first African American student, **Harry S. Blanton**, who received his doctoral degree in 1959. Dr. Graff also was sensitive to gender issues (educational administration was nationally characterized as male-dominated), and the first two women received their doctoral degrees from the department in 1957 and 1958. This academic year, 2009–2010, we celebrate 60 years as a department and honor Graff's commitment to preparing educational leaders. To start this celebration, we unveiled a poster commemorating our anniversary and premiered a video presentation chronicling the history of the department at our graduate student orientation on August 17.

Today the department provides graduate preparation in College Student Personnel (M.S.), Educational Administration and Supervision (M.S., Ed.S., and a Certificate Program), Leadership Studies in Education (Ph.D.), and Higher Education Administration (Ph.D.). These degree programs are led by program coordinators who have invested an enormous amount of time for recruitment, admission, and retention of students as well as for oversight of curricular matters. These highly qualified faculty are committed to excellence in teaching, research, and service. Thanks are extended to professors **Pamela S. Angelle**, **Norma T. Mertz**, and **Grady Bogue** for their leadership.

As we reflect on our first year reunited as a department, thanks also need to be extended to our very capable administrative staff: **Constance Honorable**, **Karen Crumley**, and **Janie Young**. Their work and expertise have contributed greatly to our reemergence as a department and kept us moving forward in a very positive direction.

Additional information about our department can be found at our Web site: <http://elps.utk.edu>.

### FACULTY PUBLICATIONS AND HONORS

The ELPS faculty has been productive in the realm of research and publication. During the 2008–2009 academic year, our eight faculty members published six books, seven book chapters, 12 refereed journal articles, and, in addition, conducted 27 conference presentations. Books include

- *Finding Funding: Grantwriting from Start to Finish, Including Project Management and Internet Use* (**Ernest W. Brewer**, 2008)
- *Establishing the Family-Friendly Campus: Models for Effective Practice* (**Margaret W. Sallee**, 2009)
- *An International Look at Educating Young Adolescents* (**Vincent A. Anfara, Jr.**, 2009)
- *Breaking into the All-Male Club: Female Professors of Educational Administration* (**Norma T. Mertz**, 2009)
- *The Experiences of Black College Students: Enduring Challenges, Necessary Supports* (**Terrell L. Strayhorn**, 2009)
- *Theoretical Frameworks in College Student Research* (**Terrell L. Strayhorn**, 2009).



At the annual College Faculty Recognition Ceremony, **Terrell Strayhorn** received the Helen B. Watson Outstanding Faculty Research Award for 2008–2009.

### STUDENT HONORS

**Grady Bogue** and his higher education administration doctoral student, **India F. Lane**, were honored with the Helen B. Watson Faculty/Student Award for Outstanding Dissertation in 2008–2009. The title of India's study is "Faculty Perceptions of Nontechnical Competencies in Veterinary Medical Education."

**Lisa Light**, principal at Lonsdale Elementary School in Knox County and a graduate of our principal preparation program, was awarded the Excellence in Educational Leadership Award, which is sponsored by the University Council for Educational Administration. Her efforts in curriculum and instruction have led to a 13-percentage-point increase in Lonsdale student scores on the Tennessee Comprehensive Assessment Program (TCAP) test. Knox County Mayor Mike Ragsdale designated a Lisa Light Day in her honor.

Doctoral degrees were awarded to **John A. Lewter** (Mertz), **Barbara Rivers Wrushen** (Anfara), **John Dalton** (Anfara), **Larry Stein** (Anfara), **India F. Lane** (Bogue), **Rich W. McKinney** (Ubben), and **Jason McNeal** (Bogue).

As a department, we value mentoring our students in research and publication. Working with **Terrell Strayhorn**, **James M. DeVita** and **Amanda M. Blakewood**, doctoral students in higher education administration, authored "Factors Affecting the College Choice of African American Gay Male Undergraduates: Implications for Retention" in the *National Association of Student Affairs Professionals Journal*.

**Barbara Rivers Wrushen**, Educational Administration, published "Women Secondary School Principals: Multicultural Voices from the Field" in the *International Journal of Qualitative Studies in Education*.

**Jessie Beaumont Schmid** and **Lisa Hudgens** were selected to participate in the David Clark Graduate Student Research Seminar sponsored by the University Council for Educational Administration as part of the American Educational Research Association's annual conference in April 2009. We were honored to have two students selected since only 40 students are chosen from a rigorous national competition.

**Sarah Helm**, a higher education administration doctoral student, received a Southern Association of Colleges and Employers Research Fellowship, which will provide funding for her dissertation research.

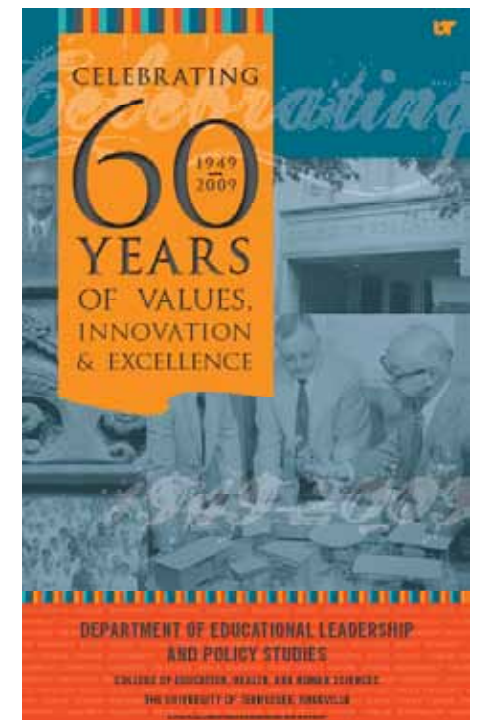
### FEDERAL GRANTS

**Ernest Brewer**, with a staff of over 40 individuals, administered five federal grants totaling approximately \$1.5 million. These grants include the Educational Opportunity Center, the Pre-College Upward Bound Program, the Academic Enrichment Program, the Military Veterans Program, and the Math and Science Regional Center. Since 1965 these programs have assisted an estimated 3.5 million students nationally in overcoming class, social, and cultural barriers to higher education.

### PROGRAM UPDATES

As noted in last year's issue of *Accolades*, the Tennessee State Board of Education has called for the redesign of all principal preparation programs in institutions of higher education. We are pleased to report that, with the assistance of a grant from the Niswonger Foundation, we have been able to implement a number of new design elements into our principal preparation program.

Most notable is the inclusion of practitioner partners. These are practicing school principals who partner with our faculty in teaching classes. Data collected so far indicate that both faculty and students value the role these practitioner partners play in



preparing future school leaders. Additionally, we were able to provide our principal preparation students with community-based experiences that more fully revealed the connections between schools and the larger community. The Niswonger Foundation grant provided payment for release days for substitutes.

Finally, first-year students in our principal preparation programs participated in a research/service learning project in the Alcoa City School District. These students investigated issues related to communication within and between the central office and the district's schools. Through interviews and a survey, they collected data and made recommendations to the director of schools and his staff.

Early in the 2009–2010 academic year, we intend to review all curriculum related to our principal preparation program with the assistance of practitioners and other local school district personnel.



DEPARTMENT OF

## Educational Psychology & Counseling



by Steve McCallum

Department Head

The University of Tennessee, Knoxville, historically has concentrated on preparing graduates to serve the state and region. This focus continues, but broadens to prepare graduates for success nationally and internationally as well. The Department of Educational Psychology and Counseling (EPC) is doing just that by involving students in research, publications, and presentations. Our faculty members are leading the way and encouraging scholarship that will touch lives on our campus and in our city, state, and beyond. Whether assisting students with learning disabilities, offering grief counseling, or serving the underserved, EPC is building tomorrow's leaders.

Like all faculty of the University of Tennessee, faculty in the Department of Educational Psychology and Counseling pursue excellence in three broad areas: teaching, scholarship, and service/outreach. In pursuit of these goals the department has grown and prospered over the years and now numbers 27 full-time tenure-track faculty members, three centers, seven staff members, a number of adjunct faculty, and over 375 graduate students. The centers include the Center on Disability and Employment (CDE), the Center for Literacy Studies (CLS), and the Korn Learning, Assessment and Social Skills Center (KLASS). EPC is now the second largest department in the college. Many of you have followed the department's growth since its inception in 1956 and share our pride in its continued growth and successes. We appreciate all your support and invite you to come and visit. For those of you who are just becoming acquainted with the department, we invite you to visit, either in person or on our web site at <http://web.utk.edu/~edpsych/>. Highlights of some of the most salient changes, activities, and accomplishments over the past year follow. Importantly, almost all the teaching and research within the department has a strong applied bent, and the day-to-day activities of most faculty, students, and staff ultimately contribute to improving the educational well-being and/or mental health of members of the community.

### STRUCTURAL CHANGES

For years the department offered only one Ph.D. major (Education). Several concentrations existed within that major (e.g., Counselor Education, Educational Psychology, and School Psychology). Those concentrations are now majors, and the department currently offers the following four Ph.D. degrees: Counselor Education, Education, Educational Psychology and Research, and School Psychology. Several concentrations exist under those majors.

In addition, the department engaged in a lengthy and productive strategic planning process. There will likely be some resulting realignment of faculty within some of the majors. In general, existing academic areas will be preserved, but some will be

modified and combined to strengthen offerings and ensure adequate depth and breadth of academic expertise within those areas. Of course, the department continues to offer several M.S. and Ed.S. degrees.

In addition, EPC now offers three graduate certifications, each requiring from 12 to 15 semester hours. These include Program Evaluation, Qualitative Research Methodologies, and Quantitative Research Methodologies. Finally, this past year we offered two distance education programs, one in instructional technology and one in rehabilitation counseling, both at the master's level. These changes were made to improve visibility and create more relevant offerings for existing and prospective students.

### SCHOLARSHIP

Our faculty and students had a very productive year. Because our emphasis is on preparing educators, counselors, and psychologists, most of the research and scholarship produced in EPC is applied in nature. In fact, many of the articles and conference papers describe results from comparing the efficacy of various educational or mental health interventions. Additionally, many of the books and book chapters produced focus on describing innovative applications of educational/psychological theories and principles. Consequently, much of the time and effort faculty devote to scholarship has a strong service learning/outreach orientation and benefits children, parents, and other professionals directly. This past year, faculty and students authored three books, 10 book chapters, 62 refereed journal articles, and 119 conference papers. Several faculty members made international conference presentations (e.g., **Trena Paulus** and **Jay Pffafman** presented in Greece and **Steve McCallum** in Spain). Importantly, graduate students contributed significantly to these totals, coauthoring many of the articles and conference presentations. In addition, faculty and students have authored a number of grant proposals.

Scholarship can be characterized by the production of books, articles, and conference papers. But, as you know scholarship can also be characterized by day-to-day formal and informal interactions among

faculty and students as they pursue their work. For example, each month this past year one EPC faculty presented an example of his/her scholarship to faculty and student colleagues as part of an EPC Colloquium series. And, perhaps more importantly, there have been innumerable examples of scholarly exchanges among faculty and students outside the typical classroom environment. Faculty within EPC view scholarship broadly, to include those items they produce that are tangible and "countable," as well as the knowledge exchanges that occur in the hallways, offices, over coffee, etc.

### FACULTY CHANGES

**Trena Paulus** was awarded tenure and promoted to associate professor. Congratulations to Dr. Paulus. Unfortunately, EPC lost one faculty member this past year when **Diana Moyer** left the university. We were sorry to see her leave and wish her well!

### OTHER EVENTS & AWARDS

Each year the department presents an Outstanding Alumnus award to an alumnus who has contributed significantly to her/his profession. This past year the award was presented to **Donna Henderson**, a faculty member at Wake Forest University. Henderson is the author of a number of books, articles, and other scholarly products and a leader in the field of counselor education.

Several faculty members were honored by UT, by the college, and/or their colleagues outside the university. For example, **Chris Skinner** was a triple award winner, earning the John H. Tunstall Outstanding Faculty Award and the Chancellors' Research and Creative Achievement Award, and he was also named the QUEST Scholar for the Week of June 28. **Shawn Spurgeon** earned the Chancellor's Outstanding Teaching Award. **Tricia McClam**, **Joel Diambra** and **Allison Anders** earned the Blue Ribbon Award for their conference paper presented at the International Conference on College Teaching and Learning. **Hoda Baytiyeh**, a student of **Jay Pffaffman**, authored a paper that was nominated for the Best Student Paper at the Computer Supported Collaborative Conference.

**John Peters** was selected for membership on the board of directors for the International Adult and Continuing Education Hall of Fame. **Ed White**, staff member from the Center for Literacy Studies, received the Hope Center Volunteer of the Year Award and was invited to be a featured speaker at Knoxville's PrideFest 2009. **Trena Paulus** was featured in the Faculty Spotlight in the ITC newsletter recently for her innovative implementation and integration of computer technology in the classroom. She has also been selected as a Fellow of the UT Innovative Technology Center for 2009-10.

### SERVICE LEARNING/OUTREACH ACTIVITIES

High levels of service learning activities and outreach experiences are consistent with the applied focus of most degree programs within the department. Many EPC faculty members directly or indirectly provide supervision to students in field-based settings such as schools, mental health agencies, and departmental/university entities. These experiences may be delivered as part of a practicum or internship, but may also be delivered in formal or informal arrangements among EPC faculty, students and community entities within settings such as those offered through the Full-Service School initiative, the Grief Initiative, or other programs that serve children and parents in outreach settings (e.g., Burlington Library Outreach Center). As mentioned above, many of these activities provide data for research purposes. These field-based experiences are mutually beneficial. Clients receive services such as tutoring and/or counseling; and the students, staff, and faculty gain valuable experience delivering these services as an integral part of their educational experience.

In addition to working with EPC faculty to secure grant monies to fund outreach activities, personnel from the three centers affiliated with EPC also engage in significant service learning/outreach activities. For example, the mission of the Center on Disability & Employment is to engage in service, research, and outreach. The center

collaborates with community businesses, educators, and service providers, as well as students and families to prepare and link qualified job candidates with employment opportunities through staff and organizational development and to provide a transition from school to adult life, postsecondary education, workforce preparation, and career readiness planning.

The mission of the Center for Literacy Studies (CLS) is to support and advance literacy education across the lifespan. CLS works with providers of literacy education to strengthen their capacity to help individuals build knowledge and improve skills needed to be life-long learners and active members of families, communities, and workplaces. Some relevant specific contributions this past year include the following:

- **Diane Gardner**, associate director of the Center for Literacy Studies, was elected to the United Way Investment Committee to review grant applications.
- **Aaron Kohring**, research associate, was elected to a second term on the board of the Tennessee Literacy Coalition.
- **Bill McNutt**, technology coordinator, was invited to review GED Connection, a multi-media package designed to help learners prepare for the GED for the KET Adult Learning Catalogue. The multi-media materials are published by the Public Broadcast System and Kentucky Educational Television.
- **Beth Ponder**, associate director of the Center for Literacy Studies, was elected to serve on the board of directors for the Center for Children's and Young Adult Literature, School of Information Sciences, University of Tennessee.

Similarly, the primary mission of the KLASS Center is to provide direct service learning and outreach activities. Personnel from the KLASS Center provide assessment of academic and social skills and related interventions to public school and college students (and their parents, if needed). This work also produces research data and serves as the basis for grant writing initiatives.



DEPARTMENT OF

## Exercise, Sport, & Leisure Studies



by Dixie Thompson  
Department Head

The mission of the Department of Exercise, Sport, and Leisure Studies is to prepare scholars, practitioners, and leaders in exercise, sport, and recreation by conducting cutting-edge research and maintaining a commitment to inclusive excellence, social justice, and global initiatives. The highlights included here are just a few examples of how faculty, students, and staff work together to realize this mission.

### FACULTY HIGHLIGHTS

**Jeff Fairbrother** was awarded tenure and promoted to associate professor by the University of Tennessee Board of Trustees during their June meeting. Fairbrother directs the Motor Behavior Laboratory, conducts research examining how practice procedures (e.g., task scheduling) affect motor performance and learning, documents the performance characteristics of skilled actions, and investigates age-related changes in sports performance.

**Clare Milner** was advanced to Fellow status in the American College of Sports Medicine at the College's Annual Meeting



in Seattle in May 2009. This prestigious distinction recognizes her professional achievements and research in exercise science and sports medicine. Milner's research examines the biomechanics of lower extremity injury and rehabilitation, including the quality of walking after knee joint replacement and retraining high-risk landing patterns in female athletes.

**Craig Wrisberg** gave an invited keynote address, titled "Encouraging the Self-Regulation of Sport Performers: Research and Application," at the 12th World Congress of Sport Psychology in Marrakech, Morocco in June. The meeting was the first of its kind on the African continent. In addition to delivering a keynote lecture, Wrisberg served as an invited discussant on a symposium organized and chaired by a former Ph.D. student in the sport psychology program at Tennessee, **Tatiana Ryba** (who is now on the faculty at the University of Jyväskylä, Finland). The symposium was fittingly called "The Turn to Culture in Sport and Exercise Psychology." Ryba also received the Early Career Distinguished Scholar Award from the International Society of Sport Psychology (ISSP) and delivered an invited paper as part of the awards ceremony.



### RESEARCH HIGHLIGHTS



**David Bassett** is collaborating with Patty Freedson at the University of Massachusetts to develop better devices for measuring human energy expenditure. Accurate tools for this purpose are critical for gaining more knowledge on the problem of obesity. The project is part of a four-year, \$2.2 million grant from the National Institutes of Health. Two graduate students, **Jeremy Steeves** and **Scott Conger**, are assisting in the project. After making measurements in the Knoxville campus laboratory, researchers will apply a complex mathematical model known as an "Artificial Neural Network," allowing researchers to arrive at better estimates of how many calories are burned during exercise.

This research project is part of the Genes and Environment Initiative (GEI), an ambitious undertaking of the National Institutes of Health. The GEI has two main components, a genetics program and an exposure biology program. It is a joint venture of the National Human Genome Research Institute and National Institute of Environmental Health Sciences. For the first few years of the program, scientists will develop tools to increase measurement accuracy and increase processing speed to be able to handle huge data sets. Congress allocated \$40 million per year for this purpose to fund the GEI from 2007-2010. The ultimate goal of the program is to study the interaction of genes and environment (including physical activity, diet, airborne pollutants, and pesticides) as well as how they impact human health.

### SERVICE/OUTREACH

#### 32 Years of Camp Koinonia: An Experience That Lasts A Lifetime

"My life-long passion has been working with children with disabilities and sharing this passion with university students," states **Gene Hayes**. In 1977, he decided that students could not learn enough of how to work with children with disabilities by reading textbooks and watching videos. The academic lessons had to be accompanied by actual hands-on learning. As a



result of this philosophy, Camp Koinonia was born at Virginia Tech in Blacksburg, Virginia. Hayes brought the camp to UT.

Camp Koinonia is a weeklong, residential outdoor education program for more than 135 children who have a variety of disabilities. Most of the children have more than one disability, including cognitive disabilities, autism, cerebral palsy, ADHD/ADD, visual and hearing impairments, learning disabilities, Fragile X Syndrome, and many others. Many of children need total care with feeding, bathing, dressing and toileting.

The camp is the end result of a class Hayes teaches to as many as 185 university students each spring semester. Students learn how to organize and conduct the weeklong program, how to design activities that may need to be adapted for the children, and how to work with children with disabilities. For the past 20 years, the program has been conducted at the Clyde M. York 4-H Training Center in Crossville, Tennessee. The campers participate in the same activities found in any camping program, including crafts, horseback riding, canoeing, sports and games and, for some, riflery.

A unique feature of Camp Koinonia is the fact that it is university student driven. In other words, the total staff

for the camp, other than Hayes as director, is composed of students. There is always one staff person for every camper, plus all activities are planned and implemented by university students. In recent years the camp has included 10 peer counselors, individuals who used to be campers in

the program. The peer counselors help with other campers and/or with activities.

#### Sport 4 Peace – Making Dreams Come True 2009

See page 12 in this issue for a feature story on Sport 4 Peace, an outreach program founded by doctoral students **Sarah Hillyer** and **Ashleigh Huffman** to use sport to create better relationships among people across the world.

### STUDENT RECOGNITION

Students from all ESLS program areas excelled in 2008–2009. Among the many achievements: **Stephanie Hall** (Recreation and Leisure Studies) received a scholarship from the Tennessee Recreation and Parks Association. **Trinette Mumford** (Recreation and Leisure Studies) was

awarded a National Diversity Scholarship from the National Parks and Recreation Association. **David Erpenbach** (Exercise Science) received the Top College Award at the Exhibition of Undergraduate Research and Creative Achievement. **Christine Magnuson** (Exercise Science) was recognized with the 2009 H. Boyd McWorter SEC Scholar Athlete of the Year Award. **Jaye Phillips** (Recreation and Leisure Studies) was named a Baker Scholar for 2009-2010.

UTK Chancellors Honors went to

**Mike Diacin**, Graduate Teaching Award—Sport Sociology

**Lauren Leroy**, Outstanding Scholar Athlete—Exercise Science

**Christine Magnuson**, Outstanding Scholar Athlete—Exercise Science

**Danielle Vincent**, Outstanding Scholar Athlete—Exercise Science





DEPARTMENT OF

## Nutrition



by Jay Whelan  
Department Head

The Department of Nutrition has grown into one of the top research and preparatory programs in the country. The department is engaged in translating research “from the land, to the lab, to the public.” Our program is focused on educating and training culturally competent researchers and practitioners who will be able to work within the rapidly changing field of nutrition and public health. We have developed goals related to diversity and are engaged in research and practice to promote our department’s own cultural competence and that of its students.

In this past year our students have won many prestigious research awards at a number of national and international conferences. Research lays a solid foundation for high quality teaching and collaborations with agencies and communities to effect positive health-related change. We celebrate the work of all of our students, faculty, staff, and those with whom they collaborate for improved health of individuals, families, and the communities where they live.

Last August, the programs in Public Health (Public Health, Health and Safety) and their faculty were transferred to the Department of Nutrition. The department welcomed **Charles Hamilton, June Gorski, Greg Petty, Denise Bates** and **Susan Smith**. These programs complement the health related programs and research already existing in the department, such as the nationally recognized Public Health Nutrition program directed by **Betsy Haughton**.

We also want to introduce our newest faculty members. **Clea McNealy**, who received her Ph.D. from UCLA’s School of Public Health, comes to us from the prestigious Bloomberg School of Public Health at Johns Hopkins University, where she was an assistant professor and deputy director in the Center for Adolescent Health. She is an expert in community-based participatory research and has collaborated with **Brian Barber** (Child and Family Studies) to develop cross-culturally valid measures of parent-adolescent connections and parental regulation of adolescent behaviors, which involve collaborations in over 25 countries. Her joint appointment with the Center for the Study of Youth and Political Violence further establishes cross-disciplinary collaboration, strengthening the public health component on campus.

We also want to welcome the newest faculty members in the Cellular/Molecular Nutrition Program, **Ling Zhao** and **Jason Collier**. Professor Zhao received her Ph.D. from UC Berkeley in Molecular and Biochemical Nutrition. She comes to us from

the Western Human Nutrition Research Center, where she was an assistant project scientist (Step IV) with a joint faculty appointment in the Department of Nutrition at UC Davis. Her research focuses on cellular and molecular mechanisms responsible for chronic inflammation and their resolution. This work has direct implications on the development and progression of diseases such as diabetes, insulin resistance and atherosclerosis. Professor Collier received his Ph.D. from the LSU Health Science Center. More recently, he was a post-doctoral fellow at Duke University in the Sarah W. Stedman Nutrition and Metabolism Center in the Department of Pharmacology and Cancer Biology where he worked with Dr. Chris Newgard. His research investigates the molecular mechanisms responsible for the effects of islet beta-cell failure and their subsequent impact on the development of Type-I and Type-II diabetes.

### CELLULAR AND MOLECULAR NUTRITION

Research in the area of cellular and molecular nutrition tries to explain how diet impacts health and disease by regulating cellular processes and gene expression. Understanding how diet works allows us to better target interventions.

Congratulations to **Guoxun Chen**, assistant professor, who has been awarded a competitive American Heart Association National Sciences Development Grant for \$308,000. Chen’s research will hopefully advance our understanding of how to more effectively treat diabetes. His new four-year project is titled “Determine the mechanism that retinoids synergize with insulin to induce hepatic Gck1 expression.” Vitamin A is an essential human nutrient for normal body functions, such as growth and immune response. Elevation of vitamin A in the liver of patients with Type 1 or insulin-dependent diabetes, was observed more than 70 years ago. Furthermore, more than 50 years ago, depletion of stored carbohydrate, or glycogen, in the liver was

demonstrated in rats fed a vitamin A deficient diet. Since diabetes, by definition, is an elevation of blood glucose (sugar) level, Chen wants to help answer the question: “What is vitamin A’s role in maintaining glucose (sugar) homeostasis in the liver?” For liver cells to use glucose, the glucose must be first modified and this is regulated by insulin. Recently, Chen’s laboratory discovered a link between vitamin A and glucose modification. They observed that vitamin A and its metabolites have the ability to work together with insulin to modify the gene directly responsible for glucose modification. His new research project is designed to determine the underlying molecular mechanisms by which vitamin A works together with insulin to induce *glucokinase*, the gene responsible for this process. This could mean new treatment strategies for better control of blood glucose levels for patients with diabetes. This project is an excellent example of how diet impacts our genes to modify health and disease through the interaction between genes and nutrition.

**Michael B. Zemel**, professor, was awarded a new grant for \$150,000 from the National Dairy Council. The grant, “Effects of Dairy Components on Monocyte-Endothelial Cell Vascular Infiltration and Inflammation,” builds on recent work from his research team demonstrating that several bioactive component compounds in foods can reduce the oxidative and inflammatory stress that otherwise characterize obesity and are responsible for many of its deleterious health consequences. The new project extends these findings using novel cellular and molecular imaging technologies to determine whether using food components to reduce the release of inflammatory hormones from fat cells will result in a corresponding inhibition of the key initiating events of atherosclerotic lesions, which are a major cause of cardiovascular disease.

**Jay Whelan**, professor and department head, is studying how diet may extend the remission phase of prostate cancer following standard hormone deprivation therapy. When prostate cancer migrates to the bone,

one of the few available treatments is the depletion of testosterone by drugs. This is because these tumor cells grow in the presence of testosterone. However, while the remission phase following this treatment can last three to five years, upon relapse the cancer is very aggressive and invariably fatal within one to two years. Whelan’s goal is to lengthen the remission phase, perhaps 20 years, so the prostate cancer is no longer clinically relevant. He has demonstrated that diets containing omega-3 fats from fish can increase the length of the remission phase. He has also demonstrated that traditional medicinal herbs can also have anti-prostate-cancer effects and may provide a new strategy for the treatment of advanced prostate cancer. **E-Chu Huang**, Whelan’s doctoral-level graduate student, has been responsible for these exciting developments. Whelan’s work has been supported by a series of grants totaling \$150,000.

### PUBLIC HEALTH NUTRITION STUDENT AND FACULTY PRESENTATIONS

**Melissa Hansen-Petrik, Katie Kavanagh, Hollie Raynor**, and **Marsha Spence** presented research at the Experimental Biology annual meeting in New Orleans in April. In addition, two Public Health Nutrition graduate students, **Stephanie Joyce** and **Nicole McGee**, and one undergraduate Nutrition student, **Hannah Carroll**, presented research. McGee also received a travel award from the American Society for Nutrition’s Nutrition Education Research Interest Section for an extended abstract of her research.

**Hollie Raynor** also presented research at the Society of Behavioral Medicine in Montreal, Canada and at the American Society for Metabolic & Bariatric Surgery in Texas.

**Betsy Haughton** presented at the Pediatric Nutrition Conference sponsored by the University of Alabama at Birmingham on community-based strategic planning and community nutrition assessment.

Three of **Melissa Hansen-Petrik**’s graduate students presented their work at the Tennessee Dietetic Association’s annual meeting in Nashville. One won an award for her poster entitled “Acceptance of vegetarian entrees by preschoolers is related to food neophobia and prior vegetable exposure.” This project was conducted in collaboration with staff and families of UT’s Early Learning Center for Research and Practice. Closer to home, an undergraduate student research project was presented at UT’s Exhibition for Undergraduate Research and Creative Achievement. These projects all relate to exploring the impact of environment on nutrition of pre-school children.

**Betsy Haughton** and **Marsha Spence**, along with two Maternal and Child Health Public Health Nutrition graduate assistants, **Stephanie Joyce** and **Shannon Looney**, attended the Association of State and Territorial Public Health Nutrition Directors annual meeting in Santa Fe, New Mexico, in June. While there, both graduate assistants displayed poster presentations highlighting recent maternal and child nutrition research and the Promoting Healthy Weight colloquium series.

### THE NUTRITION INSTITUTE: RESEARCH AND OUTREACH

The Nutrition Institute, now in its eighteenth year, was founded to integrate the significant nutrition-related research efforts undertaken across a broad range of academic departments (in addition to Nutrition). The institute has played a key role in the development of two major thrusts: a molecular nutrition research initiative and a statewide obesity prevention initiative. This latter initiative, originally developed as Tennessee on the Move and subsequently re-branded as America on the Move in Tennessee, seeks to improve the health and quality of life of Tennesseans by promoting healthful eating and active living among individuals, families, and communities and to decrease the prevalence and impact of the overweight among our state residents through small, sustainable changes in

existing lifestyles. This statewide outreach program was established with funding from the U.S. Centers for Disease Control and has subsequently been sustained through public-private partnerships. The program has had a significant presence in many communities, schools, workplaces, and faith-based organizations across the state with both live and web-based lifestyle support. The program presently serves over 20,000 Tennessee residents and maintains a remarkable 70 percent success rate in preventing weight gain and sustaining healthy weight loss. The program utilizes a fun, interactive website to assist in lifestyle management. This site is being reorganized to incorporate current trends in social networking. Watch for these changes and other improvements at [www.americaonthe move.org/TN](http://www.americaonthe move.org/TN). For more information contact **Michael Zemel** at [mzemel@utk.edu](mailto:mzemel@utk.edu).

#### SELECTED RECOGNITIONS AND AWARDS

**Betsy Haughton** received the Mary Helen Byers Award for innovative teaching related to the new online graduate course on Community Leadership for Healthy Lifestyles in collaboration with the University of Alabama at Birmingham. She was also nominated for the 2009 Chancellor's Advising Award.

**Jessica Bachman**, a doctoral student under the guidance of **Hollie Raynor**, recently received a two-year pre-doctoral fellowship from the American Heart Association for her proposal, "Eating Frequency Prescription for a Behavioral Weight Loss Intervention." **Shannon Looney**, M.P.H., a doctoral student also working with Raynor, received UT's prestigious J. Wallace and Katie Dean Graduate Fellowship.

**Greg Petty**, with the Programs in Public Health, was recognized nationally with a Research Award of Merit by the National Safety Council's College and University Initiative for his research poster titled "Older workers create new problems for safety

managers." He also serves as the research lead adviser for the Education and Research Group of the National Safety Council.

#### HEALTHY WEIGHT COLLOQUIUM

In March, the Public Health Nutrition program sponsored its first biannual Promoting Healthy Weight Colloquium. The colloquium series is funded by the U.S. Department of Health and Human Services' Maternal and Child Health (MCH) Bureau as part of the MCH Nutrition Leadership Education and Training grant awarded to **Betsy Haughton**, R.D., and **Marsha Spence**, R.D. Spence is taking the lead on developing the colloquium series, which will focus on promoting healthy weight gain for infants and healthy weight for children, adolescents, and their families. Each colloquium will focus on one of the "Bright Futures" developmental stages and how nutrition, physical activity, and parenting can promote healthy weight. The series targets researchers, practitioners, and family members. Each colloquium is offered on campus at the new Baker Center as well as on-line, so that registrants can participate across the country and even the world. The March colloquium introduced the series and included a presentation on "Bright Futures" by **Stephanie Joyce**, M.S., a graduate assistant funded by the project. You can view archives of the colloquium by visiting its website at <http://nutrition.utk.edu/seminars/HealthyWeightColloquium.html>.

The next two events are scheduled for the 4<sup>th</sup> Fridays of September, 2009 and March, 2010. Check the website for registration information and join us!

#### DIETETIC INTERNS GRADUATE!

Seventy people gathered at the UT Welcome Center in June to celebrate the graduation of 10 dietetic interns. Special guests included family members, Nutrition faculty, and the registered dietitians who supervised the interns through their

rotations. The Commission on Accreditation for Dietetics Education accredits our dietetic internship, which is directed by **Karen Wetherall**, M.S., R.D. Graduate students admitted to our program complete 1200 hours of full-time supervised practice experiences with clinical and food service management rotations at hospitals, along with community and public health experiences at wellness centers, health departments, and community agencies. Once interns complete the dietetic internship and graduate degree requirements in nutrition, they are eligible to sit for the dietetics registration credentialing examination.

#### FAREWELL TO COLLEAGUES

**Jung Han Kim**, associate professor, is moving to the Marshall University School of Medicine in West Virginia. We also want to wish **Susan Smith** the best of luck at her new institution, Indiana University. She was a faculty member in the Safety program and will assume a similar role in Indiana. We will miss them.



DEPARTMENT OF

## Retail, Hospitality, & Tourism Management



by *Nancy Rutherford*  
Department Head

Retail, Hospitality, and Tourism Management offers undergraduate and graduate programs that prepare professional leaders for the retail, restaurant, hotel, and tourism fields.

The Department of Retail, Hospitality, and Tourism Management (RHTM) is committed to preparing students for meaningful careers in the 21st century. Nearly 300 undergraduate students are enrolled in a challenging curriculum that incorporates a wide range of classroom activities, service learning projects, required internships, and industry-related experiences to better prepare students to become industry leaders. Retail, hospitality, and tourism programs are growing in number, size, and quality, and the demand for faculty in these fields continues to grow. Our graduate program develops future academic leaders through challenging coursework, well-developed research projects, faculty mentorship, and meaningful professional development opportunities.

The department strives for high quality, relevant programs and stays focused on the "real" world through industry partnerships, service learning activities, and community outreach.

#### INDUSTRY PARTNERSHIPS

The **Women in Retail & Hospitality Leadership Conference**, held in October 2008, was a great success! Our industry partners enabled us to have a stellar line up of female executives who inspired our students and the business professionals in attendance. Companies represented included Wal-Mart Stores, Walgreens, Kroger, Peabody Hotel Group, Pepsi Cola North America, and the American Hotel and Lodging Association.

Over 200 students attended the **RHTM Career Networking Event** held in February. Twenty-two retail and hospitality companies participated. Because of the difficult economic conditions last spring, many of our industry partners were not hiring or had significantly scaled back recruitment. Therefore, we changed the format and focus of our annual career fair to give students an opportunity to form relationships and learn about companies to improve their employability in the future. Each company had a "conversational seating" area to provide a relaxed setting more conducive to talking.

Following the career fair, **Stan Eichelbaum**, president of Marketing Development, Inc., moderated the Retail and Hospitality Economic Outlook Panel and gave an assessment of the economy and what might happen in the future. Industry representatives from Wal-Mart Stores, Kroger, Gaylord Opryland, and the Knoxville Tourism and Sports Corporation discussed strategies their companies are using to be successful and shared insights for success in these fields.



#### READYFORTHEWORLD

The **Ready for the World Café** is now a popular luncheon site in the University Center. The café, located in the Hermitage Room, is operated by the HRT 445 Advanced Food Production and Service Management class in partnership with ARAMARK on-campus dining service. The class serves four luncheons weekly during each academic term. The students develop a broad "multicultural" menu that changes weekly. They must also price each recipe and then supervise the purchasing and prep departments in the ARAMARK kitchens on campus. Finally the students put into practice the principles of marketing and management learned in their HRT courses. Last fall the luncheons averaged approximately 60 guests per day and rose to approximately 80 guests per day in the spring. Special, prebooked events resulted in serving hundreds of guests on some days.

Students in **Ann Fairhurst's** Retail Strategies class participated in the **Target Case Study Competition** last October. Each year Target challenges students from select programs across the country to create strategies for solving current issues in its business. The class was divided into four teams, which generated solutions to the project question: "How can we effectively staff our stores with hourly and executive teams as we enter the competitive labor market of 2010?" Many of the ideas generated by each team focused on recruiting, retention, and marketing. Target executives selected the team they felt provided the



most original and creative ideas. RCS seniors **Fiana Barrow, Ashley Cole, Bailey Gibson, Craig Hammel, and Andrea Kariofiles** focused on strategies for recruiting high school students using social networks and other techniques that appeal to the millennial generation. Their team shared a prize of \$4,000.

Using a Target Development Grant of \$5,000, **Ann Fairhurst** planned the Target Leadership Retreat for RCS students. Fifteen students participated in this January retreat at the Ruby Tuesday Lodge in Maryville, Tennessee. The retreat started on Friday with an icebreaker/team building activity conducted by Mountain Challenge of Maryville College followed by a business etiquette dinner. On Saturday, Target representatives from the regional office in Charlotte, N.C. and the local area presented material on topics beneficial to students developing their leadership skills. The presentations included "Take the Lead: Leader-

way to have self-discovery and I liked all of the advice," and "I really enjoyed the interactions with the Target Team! Just meeting all of the professionals was helpful for networking."

The **Retail and Consumer Sciences** program added to its national stature this year when it became a college partner with the National Retail Federation (NRF), the primary trade association for retailers worldwide. The NRF Foundation will feature our department on its web page, providing an opportunity for us to highlight our degree program, gain industry exposure, and increase student access to job opportunities.

Additionally, the **Institute of Service Excellence** in RHTM has been awarded the privilege of using the monthly Consumer Intentions and Actions Study compiled by BIGresearch. The database includes a sample of 5,000 to 10,000 consumers each month. Included in the data are responses related to shopping and purchasing behavior for specific products like furniture, appliances, apparel, linens and bedding, cars, personal care products, gas, etc. The database looks at not only general behavior but also at specific stores where consumers purchase these products, both brick and mortar and online. Food service behavior is also examined, from fast food to full service restaurants. Consumers' feelings on the economy, credit card usage, and projected expenditures over the next 90 days are queried. We hope to use this database to provide valuable information for our industry partners and other retail professionals. It will also be an excellent research source for graduate students.

#### SERVICE LEARNING ACTIVITIES

The students in **Ann Fairhurst's** RCS 390 Professional Development class organized a Boutique Sale for Habitat for Humanity, which was held in April and included a



STUDENT COORDINATED HABITAT FOR HUMANITY BOUTIQUE SALE

special preview night. As part of this service learning project, the students were divided into three teams—store planning, merchandising, and promotions. The students were responsible for turning an empty storefront on Market Square in downtown Knoxville into a fashionable boutique. In addition to clothing donations from board members of Habitat, the students requested donations from campus staff, faculty, and students. The students contacted various media sources to promote the event, which was a huge success with revenue of \$5,014 going to Habitat for Humanity! Comments from students in their reflection essays included: "This was by far the most beneficial and enjoyable project in my educational career"; "... the experience taught me how vital it is that everyone on a team does his/her part."; and "... this experience enhanced my ability to be an effective corporate citizen and a member of a larger society by giving of myself to better my community."

This past year, **Carol Costello** was elected to the board of directors for the Second Harvest Food Bank, which serves 18 counties in East Tennessee. Second Harvest provides over 9 million meals annually,

serving approximately 125,000 individuals per month. Under Costello's direction, students in HRT 212 Conventions, Meetings, and Events assisted with the annual **Second Harvest Chili Cook-off** as a service learning project last fall. Students helped to promote the event through articles in the *Knoxville News Sentinel* and UT's *Daily Beacon*. Over 1,600 paying customers attended the cook-off event, and proceeds were nearly triple the previous year's. The students also instituted a recycling program, which was nearly 100 percent effective. Cups, bowls, spoons, napkins, and cans were all recycled.

#### COMMUNITY OUTREACH

The **Tourism Institute**, under the direction of **Steve Morse**, compiles Tourism Economic Fact Sheets for all 95 Tennessee counties annually. Hospitality and tourism industry groups throughout the state use these fact sheets for a concise report of the value of tourism for each county in terms of tourist spending, state and county taxes generated by tourism, and jobs generated by tourism spending. Local, regional, and statewide groups use this research to track tourism spending patterns in Tennessee, measure the value of tourism investment decisions, and evaluate and measure the value of tourism to area economies. Morse also gave over 20 presentations on tourism

economics during the past year to county commissions, chambers of commerce, economic development councils, tourism groups, and convention and visitor bureaus across the state.

**Governor Phil Bredesen** and **Steve Morse** presented graduation certificates to 15 graduates of the 2008 Certified Tennessee Tourism Professional (CTTP) program at the Governor's Conference on Tourism in Gatlinburg last September. The CTTP program is a professional education development program administered by a partnership between the Tourism Institute and the Tennessee Tourism Roundtable, an industry association.

The Tourism Institute represents Tennessee in the Southeast Tourism Society. **Steve Morse** presented the keynote address, "Trends, Fads, and Rumors: An Economic Look at Tourism in 2008 and a Forecast of Tourism in the Southeast for 2009" at the society's fall conference. Morse also presented a live webinar broadcast, "Protecting Your Tourism Budget during a Slowing Economy," to tourism professionals last October for the society.

**Ann Fairhurst** and **John Antun** are spearheading a new Local Food Products Initiative in the department. Collaborations with the Maryville Farmer's Market, UT Gardens, and UT Extension have resulted in retail students developing marketing and merchandising plans for the Maryville Farmer's Market and an herb garden and berry patch on the back lawn of the UT Visitor's Center that will be used by the Culinary Institute. In addition a major grant was submitted to USDA to promote local food production. **Ann Fairhurst** is on the board of the Maryville Farmers' market as the volunteer and special event coordinator with the mission to increase consumer awareness of the market and farmers and to assist the farmers in marketing their products to the community.

Additionally, the Culinary Institute is building a curriculum for a Farm-to-Table class, which will be offered in the spring of 2010; and **John Antun** is working with the Chez Panisse Foundation to offer a series of "Edible School Yard" workshops for elementary school teachers at the Culinary Institute.

Through a class project in HRT/RCS 360 Issues and Trends in Consumer Service, students are recognizing local businesses that provide outstanding service. Last fall students presented **Golden Napkin Awards** to five area businesses. Students identified businesses frequented by students in five categories (pizza restaurant, fast food chain, casual dining establishment, grocery store chain, and bar/pub) and then rated them on 11 aspects of customer service. Students and their friends visited 25 businesses during the fall semester and completed surveys rating them on each aspect of customer service. Winning companies included The Roaming Gnome, Pizza Hut, Calhoun's on the River, Kroger, and Chick-Fil-A.

During spring semester, students identified specialty clothing, health and beauty products, sporting goods, overall fashion products, and consumer electronics as the five business categories to survey and rated them on 10 aspects of customer service: layouts and visual organization, a wide assortment of goods, friendly and knowledgeable employees, cleanliness of store, ease of transactions, return policy, coupons and discounts, greeting at the door, cleanliness of dressing rooms (if applicable), and overall customer service. The top-rated business for quality customer service in each category was honored with a Service Experts Customer Service Award. The winners were J. Crew, Sephora, Blue Ridge Outdoor, J.C. Penney, and Apple.



DR. ANN FAIRHURST AND HER STUDENTS CELEBRATE WINNING THE TARGET CASE STUDY COMPETITION

ship Skills from Campus to Career," "Flexible Communication Styles," "Personal Best Leadership," "Team Approach to Problem Solving" and "The Challenge of Change." A team-building-through-cooking exercise, organized by **Carol Costello**, provided an opportunity for participating students and Target executives to work together to create lunch using team building dynamics. And yes, the sandwiches prepared were edible! The students thoroughly enjoyed this retreat as evidenced by their comments: "Very insightful and great for students who are about to graduate," "This was a great



DEPARTMENT OF

## Theory & Practice in Teacher Education



by Susan M. Benner  
Department Head

The faculty and programs housed in the Department of Theory and Practice in Teacher Education (TPTE) work toward the development of teachers and leaders ready to improve the quality of education in Tennessee and beyond. We strive to offer innovative, research-based programs for teachers, teacher educators, and educational interpreters; to work in close harmony with schools and educators across the university, in the region, state, and nation

for the improvement of education and interpreting; to develop leadership in scholarly research and writing; and to participate and assume leadership in professional organizations.

The faculty in TPTE continued their strong commitment to international and intercultural awareness and development in the past year. Selected examples of such activities include:

- Support for Seamless Education in Trinidad and Tobago: **Kimberly Wolbers** partnered with local agencies to study linguistic, social, cultural, and instructional needs of students with hearing loss.
- Using Cultural Autobiographies to Increase Intercultural and International Competence: **Gina Barclay-McLaughlin, Deborah Wooten, Jeffrey Davis, and Rita Hagevik** recorded narratives of other faculty members' cultural autobiographies to examine how developmental, social, and cultural experiences shape and influence professional interactions.
- Appreciating Local History at the Green McAdoo Cultural Center: TPTE students enrolled in the rural and urban/multicultural programs along with their faculty visited the Green McAdoo Cultural Center to learn about school desegregation and the *Clinton 12* from the man who served as Clinton High School student body president during integration.
- Learning Culture through International and Intercultural Children's and Young Adult Literature: TPTE faculty and doctoral students partnered with local English as a Second Language colleagues to identify excellent multicultural child and young

adult literature and purchased and distributed numerous books and CD resources to teacher education interns.

- African American Read-In: Coordinated by **Susan Groenke**, TPTE faculty read to Vine Middle School students to celebrate the African American Read-In held in schools nationwide every February.
- Spoken Spanish for the Teaching Professional: Twenty-two TPTE faculty members enrolled in the UT online independent study course Spoken Spanish for the Teaching Professional in order to promote multilingualism and better communicate with Spanish-speaking students and families in partner schools.

Further, we aspire to build a deep understanding of cultural and racial influences associated with education and teacher behavior with our own students. To that end, we applied and were selected to participate as a pilot institution in the Teaching Diverse Students Initiative (TDSI) sponsored by the Southern Poverty Law Center. TDSI is a collaborative effort that includes participation from the American Association for Colleges of Teacher Education and the National Education Association, as well as leading scholars, expert teachers, and professionals committed to improving instruction and ensuring educational access, equity, and social justice for all the citizens of our diverse society. Membership in TDSI offers access to a rich range of tools and resources that can be used independently or collectively with a given course or for professional development needs. Included among the materials are tools for assessing beliefs and values related to race, ethnicity, and other types of diversity.

In addition to the activities highlighted above, we have many ongoing scholarly endeavors. A sampling of our honors and recognitions over the past year follows.

### FACULTY AWARDS

**Colleen Gilrane** received the UT Alumni Association Outstanding Teacher Award and was a co-recipient of the CEHHS 2009 Helen B. Watson Outstanding Faculty Research Award.

### FACULTY RETIREMENTS

**Claudia Melear**, associate professor of science education, retired after twelve years of service at UT.

### FACULTY APPOINTMENTS

**MariBeth Coleman** joined the special education faculty as a tenure-line assistant professor.

**Stephanie Cramer** accepted a tenure-line appointment as an assistant professor in art education.

**Ji-Won Son** joined the faculty as a tenure-line assistant professor in mathematics education.

### STAFF RECOGNITION

**Teresa Allmon** was recognized for 5 years of service at UT.

**Patricia Fagg** was recognized for 30 years of service at UT.

**Patricia Flynn** was recognized for 35 years of service at UT.

**Karen Walker** completed all requirements for the communication certification.

### SELECTED STUDENT ACTIVITIES AND RECOGNITION

**Florence M. Ndiaye** and **Jessica J. Tarter-Page** received the Professional Promise Award at the Chancellor's Honors event.

Fifty-five interns in teacher education received a J. Clayton Arnold Scholarship.

**Lisa Haislip** and **Courtney Swift** received the Max B. and Lalla Arnstein Scholarship.

Forty-six interns in teacher education received a David T. and Jane O. Bailey Scholarship.

**Laura Hippenstell** received the Kitty and William Beasley Fellowship and the Clifton N. Foxworthy Graduate Fellowship.

**Hillary Fleenor** received a fellowship from the W. Bruce and Lois L. Boggan Fellowship Fund.

**Constance Park** received the Ethan Beecher and Lois Roark Bridges Scholarship in Elementary Education.

**Elissa Aaron** and **Sarah Hendry** received the Otho Brown Memorial Scholarship.

**Shea Brickell, Michael Hartman, Erica Rawlston, and Sarah Swauger** received the Brenda and Charles Carpenter Fellowship.

**Danielle Shirling** received the John C. and Gwen Connell Scholarship.

**Thomas Hodges** received the Educators Hall of Honor Scholarship.

**Allison Penn** received the Elizabeth "Cookie" Elliot Art Education Intern Scholarship.

**Ashley Allis, Laura Calloway, Aime Mash, and Jeremy Nix** received the Lillie Frank Fitzgerald Scholarship.

**Sheena Newbill** received the Billie Grace Goodrich Scholarship.

**Emily Stafford** received the Helen Giffin Headlee Memorial Scholarship and the William B. Stokely, Jr. Scholarship.

**Lindsey Jones** received the Richard J. Hincke Scholarship.

**Gena Scalf** and **Katherine Johnson** received the Howard Family Scholarship in Education.

**Mary Sanders** received the Gippie Jones Scholarship.

Eleven students were recipients of the Charles Lattimore African American Scholarship for Future Teachers.

**Elizabeth Toennisson** received the Paula Hicks Lemler Scholarship.

**Jaclyn Clarke** received the John and Leolia Newman Scholarship.

**Valerie Ogle** received a scholarship from the Paine Scholarship Endowment Fund.

**Jennifer Stoud** received the Charles M. Peccolo Scholarship.

**Lauren Raschkle** received the Johnnie Rodgers Scholarship.

Six students received the Thomas A. and Darla Skelton Fellowship for support during their internship in teacher education.

**Jennifer Valentine** received the Student Teacher Education Association Scholarship.

**Jena Darney, Chad Feiock, Rebecca Roberts, and Elizabeth Teague** received the Wilma Chalker Thomas Fellowship.

**Stacy Honabach** received the R. R. Vance Scholarship.

**Leah Cantrell** received the Dale and Alberta Lowe Wantling Scholarship.

**Caroline Alder, Daryl Baxter, Kristen Smith, and Ashley Walker** received the Charles F. Whiteside Memorial Scholarship.

**Gretchen Edwards** and **Laura Phillips** received the Donald E. Williams College of Education Scholarship.

**Chad Feiock** received the Dr. A. Paul Wishart, Sr. Scholarship.

**Angela Mounger** received the Dr. Richard W. Yoakley Fellowship.



## The Center on Disability and Employment

The Center on Disability and Employment promotes employment and career advancement of Tennesseans with disabilities thus encouraging life-long learning, enhancing quality of life, and preparing professionals in leadership roles. University students and community youth are encouraged to participate in CDE activities through internships



**STUDENT SPENDING NATIONAL DISABILITY MENTORING DAY WITH JIMMY HYAMS AND JOHN WILKERSON OF SPORTS TALK.**

or mentoring opportunities. Service learning opportunities include training and technical assistance to over 7,000 community rehabilitation providers and state agency staff, approximately 3,000 employers, 59 school districts, and over 350 individuals with disabilities across Tennessee.

Service learning activities for students include the following:

- mentoring high school students in vocational exploration, community based assessments, and postsecondary options
- assisting middle and high school students with development and implementation of career opportunities as outlined in their Individualized Educational Programs (IEPs)
- mentoring job candidates in National Disability Mentoring Day activities

Programs offered through the Center on Disability and Employment include the following:

**Self-Determination and Career Planning and Transition Services Integrated Model** are school-based programs that focus on students being prepared to enter the workforce or to pursue postsecondary education opportunities after high school. These programs work with Tennessee school districts incorporating a self-determi-

nation curriculum by providing professional development to education staff; mentoring students in vocational exploration, community based assessments, and postsecondary options; facilitating strategic planning with schools to implement or improve transition programs; and developing partnerships between schools and community rehabilitation providers.

### Rehabilitation Services and Supported Employment

serves as a consultant entity for the Tennessee Department of Human Services, Division of Rehabilitation Services working with Tennessee DRS counselors and community rehabilitation providers offering training and technical assistance to ensure quality employment practices through professional development and management of service provision. Through these programs individuals with disabilities have the opportunity to go to work in the community with the necessary support to be successful on their jobs. Supported Employment staff members administer the Employment Services Certificate Program (ESCP), a competency-based training for employment staff that results in a national certificate approved by the Association for Community Rehabilitation Educators (ACRE).

### Division of Rehabilitation Services (DRS) Corporate Connections

serves as a marketing arm of the Tennessee DHS/Division of Rehabilitation Services working with Tennessee businesses to promote the benefits of employing individuals with disabilities. DRS Corporate Connections staff members build relationships with a wide variety of industries providing employment services and resources that will help create diversity in the workplace. Services to employers include: providing training on job accommodations and disability awareness; recruiting qualified job applicants for companies from a pool of individuals being serviced by DRS; coordinating community events and business programs; and engaging business leaders in educational and networking activities creating positive public relations opportunities for companies.



**NATIONAL DISABILITY MENTORING DAY AT NIKE IN MEMPHIS.**

The Center works with faculty and students to develop and implement training components and research contributions. University graduates move into jobs in the fields of education and rehabilitation with a link through the Center for continued professional development and just-in-time training and technical assistance to achieve success in their careers. Our future efforts will include postsecondary education opportunities for students with intellectual disabilities. For information on

how you might be a part of the Center's work, contact us at 865-974-9400 or [cde@tennessee.edu](mailto:cde@tennessee.edu).

## The Center for Public Health

During 2008, the CPH facilitated the work of a task group of senior leaders at the Knox County Health Department (KCHD) in completing the Local Health Department Self-Assessment for Accreditation. KCHD has taken a leadership role in preparing for what will be a comprehensive, in-depth assessment of the capacities and capabilities of the health department to provide the essential services of public health. It is the first health department in the state to work through this self-assessment. CPH Director **Paul Erwin** was joined in these efforts by **Diane Krause**, graduate assistant, and **Austin Stephenson**, summer intern.

Last fall the CPH teamed with the Office of External Scholarships to host the visit of T.R. Reid, Rocky Mountain Bureau Chief of the *The Washington Post* and writer/narrator of the documentary film *Sick Around the World*. The film explored health care systems and models around the world, asking which, if any, might serve as a model for health care reform in the U.S. "This was a very timely visit, coming on right before the presidential election. It gave students an opportunity to explore in-depth why the U.S. has the health care 'system' it has and how we might learn from other countries regarding what is possible and what will work better," Erwin noted.

In the spring, the CPH again partnered with KCHD, the UT affiliate of the American Medical Student Association (AMSA), and the UT Film Committee to show the seven-part documentary series *Unnatural Causes: Is inequality making us sick?* The film series explores the social determinants of health, probing the root causes of health inequities among various minority and lower socioeconomic groups in the United States. "That individuals' health outcomes are to a great degree determined by the color of their skin, the language they speak, or how heavy their wallet is was a deeply challenging and sometimes disturbing revelation to students, faculty, and community members who participated," said Erwin. "This was yet another example of how we have connected students, faculty, the public health practice community, and the wider Knoxville community in substantive discussions about why some people are healthy and others are not."

This fall, the CPH will continue its focus on health reform through two public health colloquia: Dr. Larry Churchill from Vanderbilt University will speak on the ethics of health reform (September 18, 10:00 a.m., Hodges Library Auditorium) and Dr. John Bryant, Professor Emeritus, Aga Khan University, Karachi, Pakistan, will speak on the lessons of health reform in the developing world (November 20, TBA). Information on these and other activities can be found at <http://cph.utk.edu>. For those wishing to subscribe to the CPH listserv, please send an e-mail note to **Ms. Debbie Butenko** at [dbutenko@utk.edu](mailto:dbutenko@utk.edu).

## WAVE/Families First

Knoxville WAVE—Work, Achievement, Values and Education—has been in existence for over 30 years and serves economically disadvantaged families in the Knoxville area. WAVE has provided adult education, work readiness training, job-specific training, and overall life skills training to a variety of populations. From 1996 to 2008, WAVE managed the employment and education components of Tennessee's welfare reform program, Families First, serving 1,400 welfare recipients in Knox County annually.

For the past two years, United Way of Greater Knoxville has funded WAVE to provide support services to low-income individuals pursuing healthcare careers. The Learn to Earn program has been featured on WBIR TV as well as in United Way's campaign videos. The success of the participants has been outstanding, and this model has been used in other social service programs. WAVE also receives funds from Pellissippi State Technical Community College, Workforce Connections, and Dollar General Literacy Foundation to provide adult education, work readiness training, and paid internship opportunities for 17- to 21-year-olds. The paid internships are the newest addition to the program and have provided students with a supported transition from the classroom to the world of work. Program goals include increasing literacy/numeracy level, attaining the GED, entering post-secondary or vocational training and obtaining employment.

Most of the WAVE students are in the custody of the state and need wrap-around case management to achieve their goals. The work is challenging but extremely rewarding. According to one graduate of the program, "From my first experience of walking in the door, I was welcomed into the program. I knew this was the place that would help me to have a better future. If it were not for Knoxville WAVE, I would not have the charisma that I have today. It has taught me to be a professional woman and the importance of making a difference in the lives of others. The Knoxville WAVE program didn't just help me obtain my GED, but they helped me start over."

Dedicated to success, the staff at WAVE value individual students and work hard to find a method of learning that works for



each student. WAVE takes great pride in serving students who seem to have "fallen through the cracks," giving them a second chance at education and a future. For more information, contact **Bethany Mincey** at 974-1953 or send e-mail to [bbooker1@utk.edu](mailto:bbooker1@utk.edu).



## Center for Higher Education Research and Policy

The Center for Higher Education Research and Policy (CHERP) was established to accent the role of UT Knoxville and, specifically CEHHS, its faculty, staff, and students, in shaping and informing campus, state, and federal policy debates that affect access and transitions to, retention and success in postsecondary and higher education. In short, CHERP is committed to advancing the university's research, service, and outreach mission especially in the areas of postsecondary and higher education. With support from **Dean Bob Rider**, CHERP was launched during the 2008–2009 academic year under the leadership of **Terrell Strayhorn**, director. Faculty research associates include **Vince Anfara** (ELPS), **Sonja McNeeley** (ELPS), **Norma Mertz** (ELPS), and **Margaret Sallee** (ELPS). Graduate research associates include **Sara Bergeron** (Ed Psych), **Amanda Blakewood** (ELPS), and **James DeVita** (ELPS).

In its first year, the CHERP sponsored a presentation by Belinda McFeeters, Research Fellow, in the Research, Innovation, and Product Development Division at the highly regarded Center for Creative Leadership, headquartered in Greensboro, North Carolina. McFeeters spoke about how educational leaders resolve ethical dilemmas when "leading across differences."

Additionally, Strayhorn was awarded an Improving Teacher Quality Grant through the Tennessee Higher Education Commission for a project titled, "Enhancing High-Need Student Performance in Priority Areas: Using Culturally-Relevant Teaching Strategies in Classroom Instruction." CHERP staff and faculty associates (Mertz



and McNeeley) developed and delivered five professional development workshops to teachers at Austin-East High School and shared similar resources with the superintendent of Athens City Public Schools. Workshops addressed issues of race, cultural, and economic diversity in schools, culturally-relevant pedagogy, teachers' expectations, and how teachers might draw upon the cultural experiences of students placed "at risk" to enable learning and achievement. Over 25 teachers participated in the series of workshops, which were deemed "very successful" and "powerfully transformative." One teacher, through tears, shared a sentiment that echoed those offered by others: "I've been here for a number of years and I cannot count on all the fingers and toes that I have how many workshops, how many training sessions, how many summers I went through training so that we could be more effective here . . . and I've learned more in these five weeks about working in this school than I learned all the years before."

In terms of service and outreach, CHERP has several accomplishments. Strayhorn was appointed to the advisory board of the Thurgood Marshall College Fund, AAUP's Committee on Historically Black Colleges and Scholars of Color, and Frederick Patterson Research Institute's Data Quality Advisory Board. He meets regularly with key policymakers and agency leaders to offer advice on policy issues ranging from access to accountability, financial aid to retention, STEM education, and even capacity-building at America's historically Black colleges and universities. CHERP's recent research (2008-2009) has been published in highly-regarded refereed journals and widely-circulated scholarly sources including *The Journal of Higher Education*, *Journal of College Student Development*, *NASPA Journal*, *Journal of African American Studies*, *Journal of College & Character*, *E-Source for College Transitions*, and *NetResults*. For more information, go to <http://web.utk.edu/~cherp/>.

## Institute for Assessment and Evaluation

The Institute for Assessment and Evaluation recently completed a yearlong assessment of anti-tobacco project interventions resulting in 10 evaluation reports addressing statewide and pilot school system results. This pilot project targeted over 8,000 high school students in nine high-need Tennessee school systems. Anti-tobacco interventions addressed both smoking and smokeless tobacco products and utilized awareness campaigns on the dangers of tobacco use, smoking cessation programs, and strategies for the elimination of smokeless tobacco products. This project was cosponsored by the Tennessee Higher Education Commission and the Tennessee Department of Health. The evaluations used a pre-post assessment design augmented with on-site observation as well as case studies and evaluations in each of the participating school systems.

The institute is currently working on the final summative evaluation of Tennessee's after school Learn and Serve American program sponsored by Volunteer Tennessee. This project is an anti-meth program initiative for school-aged children. For additional information regarding these and other Institute projects contact **Dr. Gary Skolits** at [gskolits@utk.edu](mailto:gskolits@utk.edu) or call (865) 974-2777.

## Center for Literacy Studies

The Center for Literacy Studies (CLS) was founded to bridge theory and practice in adult literacy and lifelong learning. CLS works with practitioners to build capacity to meet the needs of adult learners, while at the same time increasing the knowledge base of the field. In recent years, this charge has expanded to include lifelong literacy, adding work on the development of literacy from birth onward. CLS has successfully pursued funding for many projects.

In the past much attention has been paid to reading skills among adult learners, but recently our scope has grown to include numeracy. A couple of our recent projects have helped to develop, pilot, and field-

test a national model for standards-based mathematics professional development for adult basic education teachers.

A Tennessee Higher Education Commission (THEC) grant allowed the center to assist teachers to work with parents of pre-kindergarten children to help them prepare their children for kindergarten. This is a very important transition that has been overlooked in the past, but it has direct effects on children's ability to succeed in school.

A weeklong summer workshop brought together pre-K and kindergarten teachers allowing them to talk to each about ways to make the change easier for children. Fall workshops will follow-up and allow for some analysis of the results of this project.

Workforce development is another important area for the center. Last year CLS sponsored the workforce pre-conference at the Commission on Adult Basic Education (COABE) conference in Louisville, Kentucky. Additionally, CLS staff developed eleven presentations for the National Institute for Literacy as part of the regular conference offerings.

CLS has been awarded additional funding from the Dollar General Literacy Foundation to continue and expand the *Equipped for the Future Preparing for Work* initiative, a work readiness program for adult learners. The grant will fund the expansion of the internship program, which is currently placing graduates of the Preparing for Work course in internships around Knox County. The internship program will also be piloted with partners in Oklahoma. Additional components of the current funding are the development and piloting of online courses in reading and numeracy instruction for adult educators nationwide and the development of supplemental activities for adult learners participating in the course. The funding will allow the center to collect and analyze data on student outcomes such as GED attainment, transition to post-secondary, internship completion, and employment rates, as well to track changes in instructional methods for

adult educators. To date 41 students have completed the Preparing for Work course. Nine internship agreements are formalized and 14 interns have been placed. Four students completed internship assignments and two are still active. CLS sees this program as a way to move transition students from class to the workforce.

CLS is also grateful for and proud of the many partnerships formed throughout the year. The work coordinated through the Baker Center on the proposal for the Social Security Administration was rewarding and informative. Our current work with the Center for the Study of Youth and Political Violence has great possibilities involving English language learners.

## Center on Deafness

Established in June 1998, the Center on Deafness, housed in the Department of Theory and Practice in Teacher Education, provides an array of research and collaborative partnership opportunities related to deafness and disability issues. The center focuses on disseminating knowledge and effective practices related to deafness, establishing and maintaining professional networks, and collaborating with academic and service programs. Through funding from external sources, the center has established relationships with postsecondary institutions, rehabilitation agencies, and educational systems throughout the region.

PEPNet-South serves institutions, agencies, and individuals in thirteen Southern states. The organization's guiding philosophy is that the success of students who are deaf or hard of hearing is greatly enhanced when readily accessible systems are in place and professionals possess the skills necessary for effective service delivery. The main project goal is to expand and enhance transition services and access to postsecondary education opportunities for persons who are deaf.

PEPNet-South promotes quality service access and educational equity through personnel development activities, technical assistance and dissemination activities, and technology use activities for secondary and postsecondary education institutions, vocational rehabilitation agencies, community services organizations, centers for independent living, One Stop Centers funded under the Workforce Investment Act, and their stakeholders.

The Newborn Hearing Program is supported by the Tennessee Departments of Health and Education. It plans to collaborate with the Department of Health Maternal and Child Health programs, the Newborn Hearing Screening Task Force, Children's Special Services, and the Genetics Program for program development and capacity building for newborn hearing screening, assessment and intervention systems across Tennessee. Plans are in place to conduct follow-up contacts with parents of newborns with evidence of possible hearing loss.

Our Orientation to Deafness program has a long history of training rehabilitation practitioners. The program provides innovative, hands-on and intensive classes/seminars specifically designed to teach rehabilitation practitioners how to work and communicate with individuals who are deaf or hard of hearing. Rehabilitation practitioners return to their communities with momentum to share new knowledge that is both practical and effective.

The primary goals of the Basic Interpreter Training Program are to increase the number of trained interpreters in the Southeast and to improve the quality of training they receive.



## Obesity Research Center

Tennessee has the fifth highest rate of obesity, and its rankings for diabetes and cardiovascular disease are among the worst in the nation. The main factors underlying these statistics are an epidemic of physical inactivity and poor nutrition. However, it is becoming evident that pervasive changes to our society have tipped the calorie balance scales towards weight gain. In July 2007, the university established the Obesity Research Center to hasten progress towards finding solutions to the problem of obesity in Tennessee. The center received support from the UT Office of Research, CEHHS, and two units in the Institute of Agriculture. The center's codirectors, **David Bassett** (ESLS) and **Naima Moustaid-Moussa** (Animal Science) lead a group of seventy faculty and graduate students who are working on obesity-related research. The center's mission is to develop interdisciplinary approaches for the prevention and treatment of overweight and obesity that will decrease obesity-related complications and help people achieve long-term maintenance of a healthy weight.

The center's proposal to USDA's Human Nutrition and Obesity Program was funded in 2008 for a total of \$625,000. This project, developed by the team of **Carol Costello**, project director (RHT), and **Naima Moustaid-Moussa**, **Betty Greer** (UT Extension), and **Eugene Fitzhugh** (ESLS), codirectors, examines the role of an after-school creative, team- and problem solving-based program in decreasing childhood obesity.

The center has established a "pilot and feasibility" grant program, with awards ranging from \$5,000 to \$20,000, to help faculty collect the preliminary data necessary to obtain external funding. **Hollie Raynor** (Nutrition) and colleagues received a pilot grant to study the impact of reduced television watching in overweight and obese adults. The preliminary results enabled the researchers to submit a \$2.8 million proposal to NIH in June.

Another project focused on an internet-based "e-wellness" program targeting East Tennessee schoolteachers. Elements of the program included encouragement to consume at least five fruits and vegetables



each day, a pedometer-based walking program, and the recording of these activities. The pilot data were used to submit a \$1.2 million grant proposal to the USDA.



**Cheryl Kojima** (Animal Science), in collaboration with faculty from ORNL and Animal Science, also received a feasibility grant to develop a minipig model for diet-induced obesity and as a model for human obesity and hyperlipidemia and the role of bioactive dietary compounds such as omega 3 fatty acids/fish oil in preventing and treating obesity and altered immune function. External proposals based on this work were submitted to the National Institutes of Health and the American Heart Association.

The center also engages in activities aimed at increasing interactions among UT researchers and providing training opportunities for students. For the past two years, the center has held an annual two-day workshop that allowed UT scientists to present research and discuss potential collaborative ideas.

The center is also involved in other local and statewide obesity prevention efforts. The codirectors and some faculty serve on the Tennessee Obesity Task Force, whose objective is to develop a state plan for addressing obesity. They also serve on the Knox Area Coalition on Childhood Obesity and are collaborating with the Knox County Health Department on a community-wide grant to the Robert Wood Johnson Foundation targeting environmental approaches to treating child obesity.

## Institute for Leadership, Ethics, and Diversity

I-LEAD assisted in the facilitation of a partnership between the South Korean Next Generation of Sport Talent (NEST) and CEHHS. Thirteen students will attend classes at UT in fall 2009. Programming will consist of the English Language Institute, courses within Exercise, Sport and Leisure Studies and internships with the Department of Athletics. Twelve NEST Students completed a yearlong program in 2008–2009.

With approval from the Student Government Association, I-LEAD established the Project Grad Knoxville Leadership and Mentoring Academy. The program's mission is to increase retention and graduation rates of Project Grad students attending UT



Knoxville, and it will also serve as a means of connecting summer institute participants with current college students. The foundation of the program will be based upon leadership, character development, and mentorship.

In addition, I-LEAD continues to provide services and consultation to Project GRAD Knoxville and the UTK Summer Institute. This program provides academic tracks and college

prep courses for Project GRAD students. In 2009, 180 students participated. **Steven N. Waller** (ESLS) is the codirector and executive dean of the Summer Institute.

I-LEAD is continuing the TEAM UT legacy and preparing to bring 10 students from the colleges of Business Administration, Communication & Information, and CEHHS to the annual Super Bowl (2010—Miami, Florida). This will be the fourth expedition for TEAM UT. More than thirty students have gained valuable theoretical and practical experience by working at one of the world's largest sporting events. TEAM UT has participated in Super Bowls XLI (Miami), XLII (Arizona), XLIII (Tampa) and XLIV (Miami).

I-LEAD has begun working with faculty, students and coaches to develop an informal mentoring program to assist students in acquiring necessary life skills via shared experiences and professional development.

The Partners for Enhancing Educational Resources (PEER) has been launched under the umbrella of I-LEAD and has been approved for a \$50,000 grant from the Project GRAD board. This pilot study

will look at the impact of a year-round peer tutoring, mentoring, and self-efficacy program on academic achievement of identified at risk or vulnerable student populations.



# A Good Friend

## The Impact of Annual Giving

Donors to the College of Education, Health, and Human Sciences are individuals who share a common cause—they understand that shaping the lives of young people builds a better future for us all. These same individuals believe in the value of higher education and the impact our college has on our community, our state, and our nation. The world is a rapidly changing place. As the needs of students change, so do the needs of the college. In today's environment, the importance of flexible resources cannot be overstated. In short, unrestricted gifts allow the college the flexibility to respond quickly to needs and to create opportunities outside of daily budgets or targeted campaign initiatives.

Today, almost all giving to UT is earmarked for defined uses and cannot be applied to initiatives other than those designated by the donor. In fact, less than 2 percent of annual gifts are unrestricted, or available to spend for meeting immediate needs and responding to opportunities as they arise. If you are an individual who has a passion for this institution, one of the most significant ways you can help the college is to make a gift to the new College Fund for Education, Health, and Human Sciences.

Ann Skadberg (Knoxville '62) wanted her recent gift to make a valuable and immediate difference and so she chose to give to the College Fund for Education, Health, and Human Sciences. "I considered giving to another area of the college but knew that Dean Rider had pressing needs, and I wanted my gift to have the biggest impact and reach current students and faculty right away," Ann recently said.

Unlike deferred gifts or endowments, College Fund gifts can be put to use immediately. College Fund gifts are directed to the areas of greatest need, giving the college flexibility during these times of tight budgets. A College Fund investment now can support an endless list of today's needs.

College Fund donors provide the vital support that helps the college fulfill its mission of enhancing quality of life through research, outreach, and practice by

- **Attracting and retaining a diverse and outstanding student body from under-represented populations**

- **Attracting and maintaining world-class faculty in each department**
- **Extending our outreach programs and intensifying our impact on the quality of life for people near and far**
- **Renovating our classrooms and laboratories to maximize our students' learning experiences**

The College of Education, Health, and Human Sciences believes, just as you do, that the progress of our society depends upon the quality of education we provide for our young people. This is why we are reaching out to invite you to join this elite group of donors who are empowering our college to achieve goals and fund new initiatives as they emerge. Every gift to the College Fund, whatever the size, makes a difference.

It is the Volunteer tradition of giving back that forms a lasting connection for UT alumni of every class and every era. Some of the most generous people in the world are friends of the University of Tennessee—friends who help make UT great.

**Thank you for being such a good friend to the College of Education, Health, and Human Sciences.**

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Fall 2009

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▼ IN JUNE 2009, THE SPORT 4 PEACE ORGANIZATION REALIZED ITS DREAM WHEN IT BROUGHT A TEAM OF TEN GIRL BASKETBALL PLAYERS AND THREE COACHES FROM IRAQ TO AMERICA. SEE PAGE 14.

